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ABSTRACT

A handbook to assist states in fulfilling requirements of Public Law 94-142 to provide a Comprehensive System of Personnel Development (CSPD) for special education staff is presented. The handbook is intended to help writers develop, review, update, and implement the CSPD, which is one section of the state plan submitted to the federal government. The workpages of the handbook are divided into eight sections, each of which contains the appropriate regulation, suggestions for writing the section, possible resources, and corresponding items from the "OSE Reviewer's Guide," on which the evaluation of the state's plan is based. The eight sections of the plan cover the following: the introduction, groups participating in the development and revision of the CSPD; the annual assessment for determining personnel training needs; the inservice and preservice plans; efforts to disseminate and promote adoption of information and practices in personnel development; the CSPD evaluation; and technical assistance offered by the state education agency (SEA). Appended materials include the "OSE Reviewer's Guide," sample data tables and instructions, a list of primary CSPD persons in SEAs, a list of groups who may participate in CSPD development, several sample needs assessment and inservice questionnaires, examples of inservice training plans, information on college special education programs, and a list of agencies providing technical assistance. (SEW)

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Comprehensive System of Personnel Development: A Writer's Handbook

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Project on Cooperative Manpower Planning in Special Education

Department of Special Education
University of Missouri-Columbia

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EC 151 662

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT:
A WRITER'S HANDBOOK

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PROJECT ON COOPERATIVE MANPOWER PLANNING
IN SPECIAL EDUCATION

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Revised September, 1980
May, 1979
Department of Special Education
University of Missouri-Columbia
Columbia, Missouri

ACKNOWLEDGMENTS

The activity which is the subject of this report was initially supported by Grant No. G007602997 (Project No. 451BH80023) from the Division of Personnel Preparation, Bureau of Education for the Handicapped, U. S. Office of Education, Department of Health, Education, and Welfare. (Project Officer at that time was Dr. Herman Saettler.) The current Grant No. is G007900932 (Project No. 451BH00024) from the Division of Personnel Preparation, Office of Special Education, U. S. Department of Education. (Project Officer is Mr. Joseph T. Gilmore.) The opinions herein do not necessarily reflect the opinion or policy of the U. S. Department of Education, and no official endorsement by the U. S. Department of Education should be inferred.

The revised Handbook is the product of all who have used it and communicated to the Project staff and consultants their ideas and suggestions toward the update of the publication. Ms. Jerrie Ueberle, Arizona Department of Education (on leave) and Dr. Janice R. Duncan, Project Research Associate, had major responsibilities for updating and expanding the initial document. Finally, Ms. Rosemary Williams and Ms. Donna Ruder of the Project staff are acknowledged for their support in finalizing the Handbook for printing.

* *

The Project is indebted to many individuals for their expertise, time and effort in the development of the initial Handbook. Individuals in OSE who served on the interdivisional CSPD Task Force included both Division of Personnel Preparation and Division of Aid to States staff members. From the Division of Personnel Preparation, Task members were: Dr. James Siantz, Dr. George Haggerty, Dr. Phillip J. Burke and Dr. Sara Conlon. (Drs. Burke and Conlon have since left the Federal Government). Task Force members from the Division of Aid to States were: Dr. William Halloran (Task Force Chairman), Ms. Marilyn Semmes, and Ms. Ronnie Hoffman.

The initial Handbook also represented the expertise and energy of the following persons: Mr. E. Hayes Prothro, Texas Education Agency; Ms. Mary Ann Evan, Oregon State Department of Education; Mr. Joseph T. Gilmore, New York State Department of Education; Ms. Jerrie Ueberle, Arizona State Department of Education; Mr. Fred J. Baars, North Carolina State Department of Public Instruction; Mr. Stephen Sauer, Consultant/Planner; Dr. Jim George, Consultant; and Ms. Nancy Byfield, Wisconsin State Department of Public Instruction. (Mr. Prothro, Ms. Evan, and Mr. Gilmore are no longer with their respective State education agencies.) Also, Mr. Dan Cline of the National Inservice Network provided some very useful information relative to the Handbook revision.

* *

Columbia, Missouri 1980

* *

Project on Cooperative Manpower Planning in Special Education, Department of Special Education, College of Education, University of Missouri-Columbia, Columbia, Missouri 65211

FOREWORD

On November 29, 1975, Public Law 94-142 became the "Law of the Land" relative to the concept of "free appropriate public education" for our Nation's handicapped children. Most certainly, every section of this Act is essential in terms of the full implementation of its provisions. To be sure, however, the personnel development sections [Sections 613(a)(3) and 614 (a)(1)(c)(i)] establishing a "comprehensive system of personnel development" (CSPD), might be viewed as providing many of the "quality control" ingredients to the Act. It is almost axiomatic that without well-qualified teachers and other personnel the mandate of providing appropriate education to all handicapped children will never be achieved. Although some sections of Public Law 94-142 may insure "quantity" of instruction, the CSPD section of the Act has the potential for insuring "quality" of instruction.

This Handbook was initially designed to serve as a resource to State Education Agencies as they become increasingly involved in the development, review, updating, and implementation of the CSPD section of the State Plan. It was developed to assist the individuals in each State Education Agency who have responsibility for writing the CSPD section of the State Plan. The intent of this updated version of the Handbook has been increased in scope based on the suggestions and contributions of its users during the first year of dissemination. Feedback from the field has indicated that the Handbook in addition to being a resource for CSPD writers, may serve as a teaching and training document for CSPD committees, as a guide for administrators in developing programs at the local level, and as a handbook for university staff and other potential trainers and developers of training. It is hoped that the use of the Handbook in this manner will promote the understanding, acceptance, and fulfillment of CSPD.

This document is one vehicle for encouraging and supporting, individually and collectively, the efforts of all individuals working toward the improvement of educational services to children through the development of all personnel. It is our hope that this Handbook will serve as an "action document" that will give direction to an entire State's training efforts. To this end, this Handbook has been developed.

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6

Evaluation Form

The value of a handbook such as this is gauged by its actual utility in the field. Only the user can adequately evaluate its worth. To improve this document, input from the users is sought. It is recognized that the needs of the users vary as do the needs of the individual states; however, a broad range of input can help determine what aspects are most beneficial for the user of this handbook. Any suggestions regarding format, examples, etc., should be included on this form and returned. Please include any materials which you feel should be added to the appendices.

____

____

________________________ ________________________
Name of Respondent Title

________________________ ________________________
Agency Address

________________________ ________________________
City State Zip

1. Overall, in writing the CSPD, this Handbook was

____valuable.

____not of value now, but could be in the future if________________________

____.

2. The format of the Handbook

____was easy to use because______________________________.

____needs improvement by________________________________

____

3. The Appendices

____provided useful material (especially________________________).

____could be improved by________________________________.

____were not useful because______________________________.

4. The sections easiest to write were

________________ ________________ ________________

because____

____

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(Continued on Backside)

5. The sections most difficult to write were

because

6. Indicate ways the Handbook was useful other than in writing the CSPD section of the Plan.

Suggestions:

Please attach to this form any tables, graphs, forms, etc. which you feel should be included in future revisions of this Handbook and return to:

Project on Cooperative Manpower Planning
Department of Special Education
University of Missouri-Columbia
515 South Sixth Street
Columbia, Missouri 65211

TABLE OF CONTENTS

Acknowledgments i

Foreword iii

"Dear Colleague" Letter from Bureau of Education for the Handicapped, USOE iv

INFORMAL LETTER TO STATE DIRECTORS OF SPECIAL EDUCATION AND STATE PART B COORDINATORS (CSPD Section of . . . State Plan) v

Preface ix

General Information x

Workpage Format xiv

Workpages

A. Introduction 1

B. Input and Implementation 5

C. Needs Assessment 9

D. Inservice 13

E. Preservice 17

F. Dissemination and Adoption 21

G. Evaluation 25

H. Technical Assistance 29

Appendices 32

Appendix I. Rules and Regulations

Appendix II. OSE Reviewer's Guide

Appendix III. State Plan Tables

Workpage Appendices (A-H)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

April 16, 1979

Dear Colleague:

Public Law 94-142 calls for each State's Annual Program Plan to describe its program and procedures for the development and implementation of a comprehensive system of personnel development (CSPD). The broad requirement of the Act is made specific in the rules and regulations which detail information for the State and involved agencies to understand their responsibilities in achieving compliance. The development of regulations for implementing Public Law 94-142 is an evolutionary process which will continue over a period of several years. This process, and the dynamic, vital nature of the plan, are clearly evident in the CSPD sections of the Rules and Regulations.

With the full concurrence and support of Edwin W. Martin, Deputy Commissioner, Bureau of Education for the Handicapped (BEH), the Division of Assistance to States (DAS) and the Division of Personnel Preparation (DPP) are jointly committed to a sound and systematic review of each State's activities in both planning and implementing the CSPD. For it is through the CSPD section of the Annual Program Plan that each State Educational Agency can ensure that all personnel necessary to carry out the purpose of the Act are appropriately and adequately trained, and that the most significant and promising educational information and practices can reach each handicapped child.

This handbook can be a valuable tool in planning and carrying out each State's CSPD. It offers assistance relative to the development, review, updating and implementation of the CSPD. The Bureau of Education for the Handicapped appreciates the work of those many individuals who have contributed to the development of this document. We sincerely hope that each user of this handbook will find it helpful in your work. We invite you to take up its invitation to make your own individual contribution to the ongoing, evolutionary development of the handbook. Federal/state/local partnerships are necessary if the rich promise of education for every handicapped child is to become reality. In the Bureau, through the processes of review and technical assistance, we pledge our continued best efforts to make CSPD truly effective. We are proud to be partners with you in these efforts.

Jasper Harvey

Jasper Harvey
Director
Division of Personnel Preparation

Raphael F. Simches
Special Assistant to the
Deputy Commissioner for
State Programs

OFFICE OF THE SECRETARY OF EDUCATION
ASSISTANT SECRETARY FOR SPECIAL EDUCATION AND REHABILITATIVE SERVICES
400 MARYLAND AVENUE, S.W. WASHINGTON, D.C. 20202

JUN 10 1980

INFORMAL LETTER TO STATE DIRECTORS OF SPECIAL EDUCATION
AND STATE PART B COORDINATORS

Subject: CSPD Section of Fiscal Year 1981-1983 State Plan

BACKGROUND

One of the principal means to assure that all handicapped children receive a free appropriate public education is the necessary training of special education teachers, regular education teachers and other personnel necessary to provide special education and related services. Although states have demonstrated significant advances in personnel training, data cited in the Interim Report to Congress (August, 1979) indicate that:

> Data from the National Center for Education Statistics Survey of Recent College Graduates in 1975 show that approximately one-third of the teachers employed yearly by local school districts to teach the handicapped have not been trained as special educators.
>
> Annual Program Plans from the states indicate that a lack of inservice training, particularly of teachers of children of low-incidence handicapping conditions, continues to limit the ability of state and local education agencies to offer a full continuum of alternatives to all handicapped students.

The provisions of P.L. 94-142 require that each state develop and implement a Comprehensive System of Personnel Development (CSPD) as part of the State Plan (formerly Annual Program Plan) submitted under the Act. The Office of Special Education considers the CSPD to be the principal vehicle to plan for and implement the preparation of teachers and other support personnel required for the implementation of the Act. During the coming year states will be given the opportunity to implement their three year CSPD for the first time.

The purposes of this letter are: 1) to advise the states that the Office of Special Education intends to give particular attention to the CSPD components of State Plans and to examine carefully the implementation; 2) to continue to give guidance to the states on how they may comply with the intent of the law; 3) to offer assistance in the development of the CSPD to solicit your comments and advice on this matter.

GUIDANCE FOR CSPD DEVELOPMENT

I urge you to give careful attention to those parts of the regulations governing the CSPD as contained in CFR 45 121a.380 through 121a.387. Of particular significance are the requirements for participatory planning, needs assessments, inservice training, preservice training, dissemination, the adoption of promising practices, evaluation, and the provision of technical assistance to the LEAs.

Specifically, in implementing the CSPD you should give attention to:

- Involvement of teachers at the local, regional and state levels in the development of the CSPD. Since teachers are the immediate beneficiaries of both preservice and inservice training and education, it is important that teachers help plan and implement personnel development.
- Involvement of regular and special educators. The intent of the law is to make a free appropriate public education available in the least restrictive environment. The CSPD should reflect the participation of both regular and special education teachers as well as other personnel required for the provision of related services.
- The term "staff" (CFR 45 121a.382). The term includes teachers, both regular and special education and others responsible for the provision of "special education and related services."
- Implementation. One of the principal means for implementation of the CSPD is the use of Title VI-B monies as discretionary funds to support personnel development, dissemination, etc.

ASSISTANCE AND FURTHER ACTION

In support of this effort the Office of Special Education will make available a manual of assistance entitled, Comprehensive System of Personnel Development,* on request. There are, as well, a number of technical assistance resources available to States with specific problems or objectives. A list of these technical assistance providers is attached.

In addition to these resources the Office of Special Education will identify current examples of teacher roles in planning for training and involvement of regular and special educators in the development of the CSPD. We shall disseminate these examples to the States and others requesting these materials as they come to our attention. We intend to make the first distribution no later than August 15, 1980. If you feel that you have a useful example or approach please forward it to us in order that we may share it with other states.

---

*It is to be noted that the publication referred to above and this Handbook are, in fact, the same document.

We are also seeking your guidance as to how we may support your efforts in the development of the CSPD. Please advise us of activities which you think would contribute to successful CSPD development.

Sincerely,

Edwin W. Martin
Acting Assistant Secretary for
Special Education and Rehabilitative
Services

PREFACE

The purpose of this Handbook is to assist states in fulfilling the requirement of a Comprehensive System of Personnel Development (CSPD) mandated under Public Law 94-142, Education for All Handicapped Children Act of 1975. The CSPD is one section of the State Plan submitted to the United States Department of Education, Office of Special Education, under the provisions of this Act.

This Handbook is intended for use by those persons in each state who are involved in developing, reviewing, updating, and implementing the CSPD. It has been designed to serve as a resource and a workbook for writing and reviewing a State's CSPD plan. Ideally, the person(s) who prepares the CSPD section of the State Plan will be knowledgeable about special education and actively involved in personnel development activities. Pages x and xi contain suggestions for skills and tasks which may be useful considerations for the state education agency (SEA) person assigned to develop and implement the CSPD.

The Handbook addresses the Rules and Regulations of Public Law 94-142 dated August 23, 1977, particularly sections 121a.380 through 121a.387 (see Appendix I). It is important to note that this Handbook incorporates and reflects the current OSE Reviewer's Guide which is part of the review process of the CSPD section of the State Plan. The sequence of this Handbook follows that of the OSE Reviewer's Guide, a copy of which is included as Appendix II. (It is to be noted that a revision of the OSE Reviewer's Guide to reflect changes required by EDGAR is currently under review.)

There are three sections in this Handbook: General Information, Workpages, and Appendices. General Information includes introductory comments, description of format, suggestions for writing the CSPD, and information on data tables. The Workpages include the Rules and Regulations for the CSPD, OSE Reviewer's Guide, Writer's Guide, and Writer's Worksheet. Appendices include copies of regulations, data tables, and sample documents made available by SEA and university personnel who found them to be useful. Color-coded Appendices contain both explanatory information and examples of CSPD products and practices which may assist in the preparation of the state's plan.

GENERAL INFORMATION

The Workpages in this Handbook are divided into eight sections corresponding to the sequence of the OSE Reviewer's Guide. These eight sections are as follows:

A. Introduction
B. Input and Implementation
C. Needs Assessment
D. Inservice
E. Preservice
F. Dissemination and Adoption
G. Evaluation
H. Technical Assistance

Each section includes the appropriate regulation(s); corresponding items from the OSE Reviewer's Guide; the purpose of the section; suggestions for writing this part of the plan; and possible resources. A blank, fold-out, perforated worksheet is included in each of the eight sections to permit the user of the Handbook to make notations. Pages xiv-xvii illustrate the format of the workpages with an explanation of each part.

Looseleaf pages have been used for printing the Handbook so that revisions can be made easily. The intention is to make the Handbook responsive to the anticipated changes that may occur as a result of the processes of change and growth in CSPD. The preparers of this Handbook recognize that changes in its future content will be both necessary and desirable. The users of the Handbook are invited to help in this process. Suggestions for revisions, requests for expansion, constructive criticism, and sharing of resources are encouraged. A form to be used for this purpose is found on the page immediately preceding the Table of Contents. As indicated in the letter from the Bureau of Education for the Handicapped, Divisions of Personnel Preparation and Assistance to States, increasing attention will be given to insure a sound and systematic review of each state's activities in the planning for and implementation of the Comprehensive System of Personnel Development.

Writing the Comprehensive System of Personnel Development (CSPD)

This Handbook is intended to assist the writer in developing, reviewing, updating and implementing the CSPD. Prior to beginning the writing task, however, the following points should be considered:

1. The composition of the audience to whom the plan is directed should be determined. While many of the plan's readers will be involved in personnel development activities within the state, others (federal reviewers and monitors, members of the general public, and legislators, for example) will not. It is important to include enough background and detail to give these readers a clear picture of what is happening in the state. Information shall be included on related personnel development activities, such as federally funded projects (VI-D) or the comprehensive personnel development plan required by Title V of the Elementary and Secondary Education Act.

2. On the other hand, unnecessary detail should be avoided; length is not synonomous with quality. Charts, tables, and other graphic methods can be effective tools for summarizing and communicating certain information.

3. The plan must reflect reality. Documentation may be included in some sections of the CSPD; however, regardless of whether or not it is included in the plan itself, such evidence must be available in the state education agency and included in the Annual Performance Report. OSE staff will make site visits to determine whether the CSPD is actually implemented.

4. It is important to remember that the CSPD is meant to be a tool for improving services to handicapped children. While there are certain requirements which must be met in the development of the CSPD, the plan must also be useful to the state. It should be written so that it can communicate to others within the state and so that it can guide the implementation of the state's personnel development plan.

CSPD Development and Implementation Skills

The state education agency (SEA) person assigned to develop and implement the CSPD will need a variety of skills. A list of considerations is included to assist in identifying some of these skills. This list can also be used to determine whether inservice training may be needed for the person who prepares the plan.

Considerations:

1. First, the task should be identified. In order to do this, the person assigned to the task must have:
    a. a clear understanding of the task;
    b. an awareness of what presently exists; and
    c. an understanding of the existing lines of authority.

2. The task should be shared with persons in other agencies and organizations; therefore, the person assigned to this task must be able to:
    a. establish trust;
    b. solicit involvement;
    c. share ownership in the project;
    d. reinforce participants; and
    e. recognize and explore incentives for participants.

3. In order to use the information gained from other agencies and organizations, the person assigned to the task must be able to:
    a. negotiate and coordinate input from participants; and
    b. define and focus on issues, problems, and achievements.

4. The person assigned to the task must have certain process skills such as the ability to:

    a. communicate;
    b. persist;
    c. persuade; and
    d. adapt.

5. The person assigned to the task must be able to recognize and address the project as it actually is, not as it was intended to be.

6. The person assigned to the task must be able to recognize the need for and be able to develop avenues of expansion and new models when needed.

7. Finally, written reports must be prepared; thus, the person assigned to the task must be able to organize ideas and express them clearly in writing.

Personnel Data Requirements for the CSPD

Data requirements are of two types. First, data on personnel needs and on projected inservice training activities must be included in the State Plan. In addition, the *Annual Performance Report*, which is completed at the end of the year, must include data on the personnel employed and on the training that was actually carried-out during the year.

CSPD tables required for the State Plan are Tables 1A, 1B, and 2. Copies of these tables and the instructions for them are included as Appendix III.

A variety of strategies and sources may be used for collecting data on current and projected supply and demand for special education and support personnel. OSE recognizes that states vary substantially in terms of their data collection and processing capabilities. Some data can be collected only on a voluntary basis in certain states. States should not rely exclusively on child count data for projecting personnel needs. Projections should be based on state prevalence figures, not national figures.

Types of data which may be reviewed in developing a statement of personnel needs include:

- general and special education enrollment;
- child find and child census data;
- number of personnel currently employed;
- attrition rates for education personnel;
- LEA budget plans which include projected new positions;
- existing vacancies;
- estimates of currently unemployed qualified personnel;
- results of SEA monitoring activities;
- results of due process hearings; and
- follow-up data on training program graduates.

Other economic and political variables, such as state and federal policies and availability of funds, should be considered. It is also important to include as data sources all public and private agencies involved in the education of handicapped children.

The CSPD should include both federal tables and statements of state training priorities. It may be necessary to translate data from state personnel categories to correspond with federal tables. In any case, the tables should reflect actual numbers of personnel employed and needed within the state, even if state categories are different.

WORKPAGE FORMAT

Rules and Regulations

This section contains the appropriate article(s) from the Rules and Regulations of Public Law 94-142.

NOTE:

The sequence of the Rules and Regulations, as they appear in each section of this Handbook, is not the same as the published version of August 23, 1977. Rather, the sequence that appears here corresponds to the referenced articles in the *OSE Reviewer's Guide*.

xiv

WORKPAGE FORMAT

OSE Reviewer's Guide

Items from the OSE Reviewer's Guide, on which evaluation of the plan is based, are listed here in the order in which they appear in the guide.

WRITER'S GUIDE

The general purpose of this section is suggested here, together with a brief explanation where appropriate.

This section also lists some approaches to meeting the requirements of the article(s). These are intended to assist the writer in identifying the activities which fulfill this purpose in the state. These approaches

xv

WORKPAGE FORMAT

WRITER'S GUIDE (Cont.)

should be considered as suggestions; each state's plan should be more comprehensive and individualized to reflect the state's needs.

If the Appendices contain material related to this section, the writer will find the reference given here.

xvi

WORKPAGE FORMAT

WRITER'S WORKSHEET

Use this space to describe the current situation in the state and to outline what the plan proposes relative to this section.

xvii

Rules and Regulations

A. Introduction

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

121a.380 Scope of system.

Each annual program plan must include a description of programs and procedures for the development and implementation of a comprehensive system of personnel development which includes;

(a) The inservice training of general and special educational instructional, related services, and support personnel;

(b) Procedures to insure that all personnel necessary to carry out the purposes of the Act are qualified (as defined in 121a.12 of Subpart A) and that activities sufficient to carry out this personnel development plan are scheduled; and

(c) Effective procedures for acquiring and disseminating to teachers and administrators of programs for handicapped children significant information derived from educational research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices and materials developed through those projects.

(a) As used in this section "inservice training" means any training other than that received by an individual in a full-time program which leads to a degree.

(3) Specify the groups requiring training (such as special teachers, regular teachers, administrators, psychologists, speech-language pathologists, audiologists, physical education teachers, therapeutic recreation specialists, physical therapists, occupational therapists, medical personnel, parents, volunteers, hearing officers, and surrogate parents).

OSE REVIEWER'S GUIDE

A. Introduction (Overview of State procedures used to develop and implement the CSPD)

1. Scope of System
   a) Establishes State procedures to insure that all personnel necessary to carry out the purposes of Public Law 94-142 are qualified and that activities sufficient to carry out the personnel development plan of the State are scheduled.
   b) Establishes State procedures for acquiring and disseminating to teachers and administrators of programs for handicapped children significant information derived from education research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices and materials developed from those projects.

2. Inservice
   a) Describes programs and procedures for the establishment of inservice training, defined as any training other than that received in a full time program which leads to a degree.
   b) Provides for the inservice training of the following groups of general and special educational instructional, related services, and support personnel such as:

      - special education instructional personnel
      - regular teachers
      - administrators
      - psychologists
      - speech-language pathologists
      - audiologists
      - physical education teachers
      - therapeutic recreation specialists
      - physical therapists
      - occupational therapists
      - medical personnel
      - parents
      - volunteers
      - hearing officers
      - surrogate parents
      - vocational educators
      - paraprofessionals (teachers aides)
      - educational diagnosticians

WRITER'S GUIDE

A. Introduction

Purpose

The purpose of this section is to provide an overview of the procedures the state used to develop and implement the CSPD. It is a description of how the state has conceptualized the training and personnel development process as a vehicle for increasing the quality of services to children. This section must include a description of the procedures used to do the following:

- . insure that all personnel necessary to carry out Public Law 94-142 are qualified;
- . insure that sufficient activities are scheduled to carry out the personnel development plan;
- . acquire and disseminate significant information about personnel development and adopt promising practices and materials, where appropriate;
- . disseminate this information to teachers and program administrators; and
- . specify the groups, by category, requiring training.

Suggestions

This section provides the opportunity to outline the overall procedures used in implementing the CSPD. Each topic in the OSE Reviewer's Guide should be addressed. A succinct narrative or outline form is recommended. Later sections will allow each major topic to be presented in greater detail. Once the total plan is conceptualized the writer may choose to write the introduction following the completion of the other sections.

The introduction might include broad goals for the CSPD, relevant state policies or regulations which support or impede the progress of the plan, and information on other groups, organizations, and systems which have similar goals and activities.

This section can also address the procedures used to acquire the data to be included in Table 2 (Appendix III), the summary of inservice activities planned for the coming year.

"Qualified" as it is used in this law means licensed, certified, or registered by the state. "Inservice" is defined as any training other than that received by an individual in a full-time program that leads to a degree.

Included in this introductory section should be a provision for the establishment of inservice training with a restatement of the above inservice definition. Inservice training may include more than traditional skill acquisition; it may be designed to expand and develop personnel in new and innovative areas focusing on increasing the quality of educational services. The opportunity is available to design a plan that will impact systemwide and be a positive influence on the total educational community.

This section should also note that the establishment of inservice training provides for training of both general and special educational instructional groups, related services, and support personnel. These personnel categories should be delineated as they are in the OSE Reviewer's Guide.

* * * * * * * * * *

Resources

Appendix A-1:	Policies and Administrative Procedures (a sample set of state-level procedures related to the CSPD)
Appendix A-2:	List of Primary CSPD Persons in State Education Agencies (a list of people involved in cooperative personnel planning throughout the nation)
Appendix A-3:	Target Populations (one state's list of personnel categories to be trained)
Appendix A-4:	CSPD Process Chart (one state's management chart)

WRITER'S WORKSHEET

26

B. Input and Implementation

(b) The annual program plan must describe the nature and extent of participation under paragraph (a) of this section and must describe responsibilities of the State educational agency, local educational agencies, public and private institutions of higher education, and other agencies;

(1) With respect to the comprehensive system as a whole, and

(2) With respect to the personnel development plan under 121a.383.

(20 U.S.C. 1412(7)(A); 1413(a)(3).)

121a.383 Personnel development plan.

Each annual program plan must; (a) include a personnel development plan which provides a structure for personnel planning and focuses on preservice and inservice education needs;

121a.381 Participation of other agencies and institutions.

(a) The State educational agency must insure that all public and private institutions of higher education, and other agencies and organizations (including representatives of handicapped, parent, and other advocacy organizations) in the State which have an interest in the preparation of personnel for the education of handicapped children, have an opportunity to participate fully in the development, review, and annual updating of the comprehensive system of personnel development.

27

B. Input and implementation (Description of the process to insure participatory planning and the results of the process, i.e., the nature and extent of broad-based participation in the development, review and annual updating of the CSPD.)

3. Describes how input from all public and private IHE's, other agencies and organizations, and representatives of parents' handicapped organizations has been obtained.

    a) The nature and extent of participation is described, indicating:

        i) participation in development
        ii) review
        iii) annual updating

4. The responsibilities of SEA's, LEA's, IHE's, and other agencies related to the development of the CSPD are described:

    a) relating to inservice
    b) relating to preservice

    (Note: A simple matrix or table with some narrative could convey the various responsibilities of the SEA, LEA's and IHE's.)

WRITER'S GUIDE

B. Input and Implementation

Purpose

The purpose of this section is to describe the participation of all of the institutions, agencies, groups, and organizations which are involved in the development, review, and updating of the CSPD. It appears that the intent of this article is to insure that those who are "planned for" have an important part in the development of that plan. Documentation of participation in the planning process and efforts made to involve appropriate constituencies should be described.

The description includes the methods used to insure broad-based input, an account of the participation actually achieved, and an outline of the responsibilities of the various agencies related to the development of the CSPD. Documentation should be made throughout the process.

Suggestions

The first component of this section describes strategies used to insure participatory planning. Suggested approaches include:

- advisory committees, including existing cooperative manpower planning groups, the state's Advisory Committee on Special Education, and other groups that have an interest in personnel preparation;
- public hearings (formal and informal) as part of the State Plan review process;

- field-based task forces charged with developing or reviewing certain aspects of the CSPD;
- surveys and questionnaires;
- meetings, conferences, and seminars designed to elicit input on specific subcomponents of the CSPD; and
- providing information through existing dissemination systems.

Whatever strategies are used, provisions must be included for feedback to those providing input. This serves to insure further involvement and promotes refinement and enrichment of ideas.

The second component of this section describes the nature and extent of participation achieved, i.e., the results of the above strategies. This process promotes ownership and can pay dividends when implementing the plan. The analysis will include such things as topics or sections on which input was received, the types and numbers of persons or groups providing input, summaries of meetings conducted, and results of hearings and surveys. It is important to note that input must be elicited not only for the initial development of the CSPD, but also for the annual review and update of the plan.

A description of the responsibilities of the state education agency, local and intermediate education districts, institutions of higher education, and other agencies and groups related to personnel development constitutes the third component. A table or matrix may be useful in communicating the various responsibilities. The unique characteristics of the state which affect the assignment of various responsibilities are to be explained. For example, information pertaining to certain statutory or policy requirements regarding the purpose, scope, and function assigned to various agencies should be provided. This information will help the reviewer understand the situation in the state.

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Resources

Appendix B-1:	Groups to Participate in CSPD Development (suggestions for types of groups to be involved)
Appendix B-2:	Sample Charts (organizational and flow charts from three states)
Appendix B-3:	Worksheet for Input on the CSPD (an example of a form for soliciting input)
Appendix B-4:	Publications of the Cooperative Manpower Planning Project (suggested references on cooperative personnel planning)
Appendix B-5:	Dr. Jasper Harvey's "Dear Colleague" Letter (an excerpt from a letter regarding the implementation of the CSPD)
Appendix B-6:	Criteria for Selecting Committee Members (selection criteria used by one state)
Appendix B-7:	Form for Documenting Participation in Planning (sample form used by one state)

WRITER'S WORKSHEET

C. Needs Assessment

(b) Each annual program plan must provide that the State educational agency:

(1) Conducts an annual needs assessment to determine if a sufficient number of qualified personnel are available in the state; and

(b) Describe the results of the needs assessment under 121a.382(b)(1) with respect to identifying needed areas of training, and assigning priorities to those areas; and

(c) Identify the target populations for personnel development, including general education and special education instructional and administrative personnel, support personnel, and other personnel (such as paraprofessionals, parents, surrogate parents, and volunteers).

(f) Each annual program plan must:

(1) Describe the process used in determining the inservice training needs of personnel engaged in the education of handicapped children;

(2) Identify the areas in which training is needed (such as individualized education programs, nondiscriminatory testing, least restrictive environment, procedural safeguards, and surrogate parents);

(3) Specify the groups requiring training (such as special teachers, regular teachers, administrators, psychologists, speech-language pathologists, audiologists, physical education teachers, therapeutic recreation specialists, physical therapists, occupational therapists, medical personnel, parents, volunteers, hearing officers, and surrogate parents);

OSE Reviewer's Guide

C. Needs Assessment

5. An annual needs assessment has been conducted.
6. The needs assessment process is described.
7. The sources of information are indicated, and the target populations for personnel development are identified, including:

   - special education instructional personnel
   - general education instructional personnel
   - administrative personnel
   - parents
   - volunteers
   - support personnel
   - surrogate parents
   - paraprofessionals

   Other populations may be included such as:

   - physical therapists
   - medical personnel
   - occupational therapists
   - psychologists
   - speech-language pathologists
   - hearing officers
   - audiologists
   - physical education teachers
   - therapeutic recreation specialists
   - vocational educators
   - educational diagnosticians
   - others

8. The process used to collect the needs assessment data is described.
9. The information collected includes:

   a) The number of qualified personnel available, such as

      i) general educational:
      instructional
      support personnel

      ii) special educational:
      instructional
      related service providers
      support personnel

   b) The number of new personnel needed, such as

      i) general instructional:
      instructional
      support personnel

      ii) special educational:
      instructional
      related service providers
      support personnel

   c) The number of personnel requiring retraining, such as

      i) general educational personnel
      ii) special educational personnel

   d) The content areas in which training is needed

   e) The groups requiring training from the following listing, such as

      - special education instructional personnel
      - regular teachers
      - administrators
      - psychologists
      - speech-language pathologists
      - audiologists
      - physical education teachers
      - physical therapists
      - occupational therapists
      - medical personnel
      - parents
      - volunteers
      - hearing officers
      - surrogate parents
      - vocational educators
      - paraprofessionals (teacher aides)
      - educational diagnosticians

WRITER'S GUIDE

C. Needs Assessment

Purpose

The purpose of this section is to document and describe the annual process for determining personnel training needs. The section must indicate the sources from which the information was obtained, the methods used to collect the data each year, personnel training needs identified by the needs assessment. The needs assessment must identify the number of new personnel needed to implement Public Law 94-142. It must also indicate the number of personnel requiring retraining, the content areas for retraining, and the target groups to be trained.

Suggestions

This section brings into focus the extent to which training and development activities (preservice and inservice) are needed. It also provides data for establishing priorities among areas of need and for making decisions about the amount of training and retraining to be undertaken for the coming year.

The process for needs assessment may include both formal and informal techniques which are responsive to the geographic, personnel, and organizational differences within a state. No single instrument or procedure may be viewed as appropriate for collecting information from the broad-based population and content areas which must be addressed.

Some suggestions for gathering the information include:

. personnel projections from LEA applications for Public Law 94-142 funds;
. routine personnel reports prepared by LEAs;
. analysis of child-find and census data to determine changing student needs;
. findings from compliance monitoring of LEAs;
. surveys to determine positions which LEAs find difficult to fill;
. data on numbers and qualifications of graduates of personnel training programs;
. information on numbers of personnel initiating, renewing, or dropping certification, licensing, or registration; and
. study of competencies required for personnel to implement Public Law 94-142.

The list is not exhaustive; consider using other existing data sources and structures whenever possible and appropriate. Identify what is available and useful before designing and initiating additional procedures.

Personnel titles vary among agencies. It is important to collect data according to the state's required categories and to relate them to the personnel categories required by OSE. The personnel needs assessment is to serve the state in carrying out the CSPD; it should be reported in a manner that is clear to any reader of the CSPD as well as the reviewer. Tables 1A and 1B (see Appendix III) are used to summarize the state's personnel needs. A narrative description may also be included.

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Resources

Appendix C-1:	Personnel Needs Summary (sample forms for collecting and displaying personnel needs data)
Appendix C-2:	Private School Report (a sample form for collecting personnel data)
Appendix C-3:	Content Area Needs Assessment Instruments (sample forms from several states)
Appendix C-4:	Summarization of Personnel Polled and Prioritization of Training Needs
Appendix C-5:	Suggestions on Conducting a Needs Assessment

WRITER'S WORKSHEET

D. Inservice

(2) Initiates inservice personnel development programs based on the assessed needs of State-wide significance related to the implementation of the Act.

(3) Specify the groups requiring training (such as special teachers, regular teachers, administrators, psychologists, speech-language pathologists, audiologists, physical education teachers, therapeutic recreation specialists, physical therapists, occupational therapists, medical personnel, parents, volunteers, hearing officers, and surrogate parents).

(2) Identify the areas in which training is needed (such as individualized education programs, non-discriminatory testing, least restrictive environment, procedural safeguards, and surrogate parents):

(f) Each annual program plan must:
(1) Describe the process used in determining the inservice training needs of personnel engaged in the education of handicapped children:

(4) Describe the content and nature of training for each area under paragraph (f) (2) of this section:

(c) Each annual program plan must include the results of the needs assessment under paragraph (b) (1) of this section, broken out by need for new personnel and need for retrained personnel.
(d) The State educational agency may enter into contracts with institutions of higher education, local educational agencies or other agencies, institutions, or organizations (which may include parent, handicapped, or other advocacy organizations), to carry out:

(1) Experimental or innovative personnel development programs;
(2) Development or modification of instructional materials; and
(3) Dissemination of significant information derived from educational research and demonstration projects.
(3) Each annual program plan must provide that the State educational agency insures that ongoing inservice training programs are available to all personnel who are engaged in the education of handicapped children, and that these programs include:

(5) Describe how the training will be provided in terms of (i) geographical scope (such as Statewide, regional, or local), and (ii) staff training source (such as college and university staffs State and local educational agency personnel, and non-agency personnel);
(6) Specify: (i) The funding sources to be used, and
(ii) The time frame for providing it; and

(e) Each annual program plan must provide that the State educational agency insures that ongoing inservice training programs are available to all personnel who are engaged in the education of handicapped children, and that these programs include:
(1) The use of incentives which insure participation by teachers (such as released time, payment for participation, options for academic credit, salary step credit, certification renewal, or updating professional skills);
(2) The involvement of local staff; and
(3) The use of innovative practices which have been found to be effective.

OSE Reviewer's Guide

D. Inservice (the purpose of this section is to describe the specific plan for inservice based on the needs assessment.)

10. The Personnel Development Plan must provide a structure for personnel planning focusing on inservice needs.
    NOTE: If the structure for personnel planning has been described above (e.g., a manpower planning committee) it need only be referenced.
11. The Personnel Development Plan describes the results of the annual needs assessment.
    -needed areas of inservice training -assigning priorities to those areas
    NOTE: If inservice training needs have been described above, it may be referenced here.
12. The Personnel Development Plan identifies target populations for inservice training, such as:
    -special education instructional personnel
    -regular teachers
    -administrators
    -psychologists
    -speech-language pathologists
    -audiologists
    -physical education teachers
    -therapeutic recreation specialists
    -physical therapists
    -occupational therapists
    -medical personnel
    -parents
    -volunteers
    -hearing officers
    -surrogate parents
    -vocational educators
    -paraprofessionals (teacher aides)

13. There are target training audiences specified (same as above).
14. There are program objectives.
15. The content and nature of the training are described, such as:
    -individual education programs
    -least restrictive environment
    -surrogate parents
    -non-discriminatory testing
    -procedural safeguards
    -other
16. The trainers are described for the various inservice programs.
    -IHE's -LEA's -SEA's -Non-agency
17. Funding sources for the various inservice programs are specified.
18. The time frame for the various inservice programs are specified.
19. The SEA insures the use of incentives which insures participation by teachers, such as:
    -released time
    -certification renewal
    -options for academic credit
    -salary step credit
    -updating professional skills
    -payment for participation

19b. The SEA insures the involvement of local staff.

20. The SEA insures the use of innovative practices which have been found to be effective.

WRITER'S GUIDE

D. Inservice

Purpose

The purpose of this section is to describe the plan for inservice, based on the needs assessment. The plan will include specific and concise statements of activities which will be carried out during the coming year. The focus is on the descriptions of training priorities, content of training, and target populations to receive training under federal, state, and local funds.

There are two major subsections:

- how the planning was done, including the structure for planning, assigning priorities and determining training audiences; and
- how the plan will be implemented, including target audiences, program objectives, content and nature of training, geographic scope, training providers, funding sources, time frame, use of incentives, involvement of local staff, and use of effective and innovative practices.

Suggestions

In some states, the cooperative manpower planning committee or council which developed as a result of the 1974 BEH Directive, continues to be the primary planning structure. If this is the case, its role and function should have been described in Section B, Input and Implementation, and should be referenced here. However, if a different structure is used for inservice planning, describe it in this section.

Referring to the program areas where training is needed and identifying the personnel requiring training, explain how the state education agency (SEA) establishes its priorities and determines the needs to be addressed in the coming year. This section should include a relatively detailed description of the training the SEA plans to initiate. Organize this section by training area or personnel category, or display the information in tables or charts. Include information on SEA-initiated inservice related to Public Law 94-142, as well as other SEA inservice training and activities of other agencies, when appropriate. This section offers the opportunity to describe the results of cooperative planning among IHE's, LEA's and the SEA as it is realized in the delivery of training. In addition, when training available through other agencies and organizations is incorporated, show its relationship to the comprehensive system. A summary of the projected inservice training activities is to be included on Table 2 (see Appendix III). Provide at least the following information in the narrative:

- the target audience as specified above;
- the program objectives, which will be used in evaluating the inservice training;
- the content and nature of the training;
- the geographic scope;
- the staff training source;
- the funding sources to be used; and
- the time frame.

Additional narrative may describe strategies to insure that the skills and competencies achieved as a result of the training are implemented and produce the intended results.

Describe in this section the ways in which the SEA insures that incentives are used in inservice training and how local staff are involved. In addition, tell how the state insures the use of innovative practices found to be effective. Some suggestions for doing this are:

- require local education agencies to describe use of incentives, local staff involvement, and effective innovative practices in their local Public Law 94-142 applications;
- establish guidelines or criteria for the use of Public Law 94-142 flow-through funds for inservice training;
- develop a review process to examine and validate innovative practices in professional development within the state;
- contract for carrying out experimental or demonstration training projects; and
- provide technical assistance networks from the SEA to the LEA to implement the CSPD, as will be described in greater length in Section H.

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Resources

Appendix D-1:	Personnel Development Inservice Plan (sample form used by LEA's)
Appendix D-2:	Record of Personnel Development Activities (sample forms used by LEA's to record training information)
Appendix D-3:	Projected Training Timelines (one way to display training timeframes)
Appendix D-4:	List of incentives (suggestions for possible incentives for participation in training)

WRITER'S WORKSHEET

E. Preservice

121a.383 Personnel development plan.

Each annual program plan must; (a) Include a personnel development plan which provides a structure for personnel planning and focuses on preservice and inservice education needs;

(b) Describe the results of the needs assessment under 121a.382(b)(1) with respect to identifying needed areas of training, and assigning priorities to those areas; and

(c) Identify the target populations for personnel development, including general education and special education instructional and administrative personnel, support personnel, and other personnel (such as paraprofessionals, parents, surrogate parents, and volunteers).

39

OSE Reviewer's Guide

E. Preservice

21. The Personnel Development Plan must provide a structure for personnel planning focusing on preservice needs. (NOTE: If the structure for personnel planning has been described previously, it may be referenced).

22. The Personnel Development Plan describes the results of the annual needs assessment.

    - needed areas of preservice training are described
    - areas of preservice training are described in order of priority

23. The Personnel Development Plan identifies target populations for preservice training, including

    - general education instructional personnel
    - administrative personnel
    - support personnel
    - other personnel

WRITER'S GUIDE

E. Preservice

Purpose

This section provides planning information similar to the preceding section. It should include a description of:

- the structure for personnel planning focusing on preservice needs, e.g., supply and demand;
- needed areas of training (content and category); and
- target populations to be trained.

Suggestions

When the state-level planning structure is essentially the same for preservice as for inservice training, then Section D, "Inservice", may be referenced. However, when the preservice planning structure differs, describe the structure in this section.

Describe the process for determining and establishing priorities of training needs and the populations requiring the training. Describe the process for integrating the training into the existing curriculum or preservice delivery system. Using the personnel categories listed in the OSE Reviewer's Guide, indicate which of those target populations will be addressed during the coming year. Describe the role of the SEA in the implementation of the preservice plan for each target group.

Helpful in developing this section are the following:

- a list of approved special education programs in the state's institutions of higher education;
- types of programs by area of handicapping condition(s) and geographic location;
- a list of graduate, undergraduate, junior college programs preparing regular education instructional personnel, administrators or support personnel;
- organizational charts to determine administrative responsibility;
- data on numbers of graduates;
- data on employment of graduates;
- research data on low incidence needs;
- inter-state planning efforts, if any;
- data tables (see Appendix III); and
- attrition rate information of school personnel by category or position.

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Resources

Appendix E-1: List of Preservice Programs (tables used by two states to display preservice information)

Appendix E-2: Preservice Requirements (sample outline of preservice requirements)

Appendix E-3: Questionnaire for Teacher Education Institutions to identify personnel trained and faculty training needs (sample form from one university)

Appendix E-4: Questionnaire for teachers to assess adequacy of Teacher Preparation (sample from one university)

WRITER'S WORKSHEET

F. Dissemination and Adoption

(20 U.S.C. 1413(a)(3).)

121a.384 Dissemination.

(a) Each annual program plan must include a description of the State's procedures for acquiring, reviewing, and disseminating to general and special educational instructional and support personnel, administrators of programs for handicapped children, and other interested agencies and organizations (including parent, handicapped, and other advocacy organizations) significant information and promising practices derived from educational research, demonstration, and other projects.

(b) Dissemination includes:

(1) Making those personnel, administrators, agencies, and organizations aware of the information and practices;

(2) Training designed to enable the establishment of innovative programs and practices targeted on identified local needs; and

(3) Use of instructional materials and other media for personnel development and instructional programming.

121a.385 Adoption of educational practices.

(a) Each annual program plan must provide for a statewide system designed to adopt, where appropriate, promising educational practices and materials proven effective through research and demonstration.

(b) Each annual program plan must provide for thorough reassessment of educational practices used in the State.

(c) Each annual program plan must provide for the identification of State, local, and regional resources (human and material) which will assist in meeting the State's personnel preparation needs.

OSE Reviewer's Guide

F. Dissemination and Adoption

24. A description of the State's procedures for acquiring significant information and promising practices derived from:
    - educational research
    - demonstration projects
    - other projects

25. A description of the State's procedures for reviewing significant information derived from:
    - educational research
    - demonstration projects
    - other projects

26. A description of the State's procedures for disseminating the reviewed information to:
    - general educators
    - special education instructional personnel
    - support personnel
    - administrators
    - interested agencies
    - interested organizations

27. Dissemination includes making those personnel, administrators, agencies, and organizations aware of information and practices.

28. Dissemination includes training designed to enable the establishment of innovative programs.

29. Dissemination includes use of instructional materials and other media for:
    - personnel development
    - instructional programming

30. The annual program plan must provide for a Statewide system designed to adopt, where appropriate, promising educational practices and materials proven effective through research and demonstration,

    must provide for thorough reassessment of educational practices used in the State, and

    must provide for the identification of resources which will assist in meeting the State's personnel preparation need:
    a) State resources
        - human resources - material
    b) local resources
        - human resources - material
    c) regional resources
        - human resources - material

WRITER'S GUIDE

F. Dissemination and Adoption

Purpose

This section describes the State's efforts to insure awareness and adoption of significant information and promising practices in personnel development from educational research, demonstration projects, and other projects. The State's role includes:

. establishing a definition or criteria for "significant information";
. acquiring significant information;
. reviewing the information; and
. disseminating the information to interested persons, agencies, and organizations, at these levels: awareness, training, and use.

Also included in this section are provisions for the following:

. defining or describing criteria for identifying promising practices;
. a statewide system for adoption of promising practices;

- a thorough reassessment of educational practices; and
- identification of human and material resources.

Suggestions

In outlining the State's procedures for reviewing, acquiring, and disseminating personnel development information, first include the systems already available to the State Education Agency and the populations reached by these systems. Next, consider new systems which the State must develop to meet populations not reached or not thoroughly served. A partial list of alternatives might include the following:

Acquiring information:
- state, regional, or national clearinghouses;
- instructional materials centers;
- regional resource centers;
- state, regional, or national dissemination networks; and
- priorities for selection based on needs assessment data.

Reviewing information:
- development or adaptation of criteria and procedures for review;
- establishment of review teams or use of existing review panels; and
- use of results of validation by other agencies or organizations.

Disseminating information:
- state, local, regional, or national dissemination projects;
- conferences and meetings;
- mailings such as newsletters, bulletins, or other publications;
- information and referral services;
- toll-free telephone number for questions or requests for information;
- regional networks, such as intermediate education units;
- inservice training to prepare personnel for adoption of effective innovative practices; and
- loan service for media and materials.

The CSPD must also provide for a statewide system for adoption of proven practices in personnel training. Such a system may already exist or may be developed for this purpose.

Indicate activities relevant to the thorough reassessment of personnel development practices in your state. This reassessment may be accomplished through an existing SEA system, such as monitoring or program review.

Identify human and material resources for personnel development at the local, regional, and state levels. These resources need not be listed in the CSPD, but may be described in general terms. These resources might also be displayed in a chart or table showing their geographic location, type, purpose, availability, and how they can be accessed. Any national responses which the state currently uses or plans to use also should be noted in this section.

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Resources

Appendix F-1: Dissemination and Adoption Resources (a list of national resources, their purposes, and addresses)
Appendix F-2: Forms for Reporting Exemplary Programs and Practices (sample forms from two states)
Appendix F-3: Listing of available inservice training and training request forms (a sample form from one state)

WRITER'S WORKSHEET

G. Evaluation

(1) The comprehensive system of personnel development in meeting the needs for personnel, and
(2) The procedures for administration of the system; and

121a.386 Evaluation.

Each annual program plan must include:
(a) Procedures for evaluating the overall effectiveness of:

(b) A description of the monitoring activities that will be undertaken to assure the implementation of the comprehensive system of personnel development.

(7) Specify procedures for effective evaluation of the extent to which program objectives are met.
(20 U.S.C. 1413(a)(3).)

121a.386 Evaluation has been replaced by 100b.101(a) and (e)(4) of Education Division General Administration Regulations (EDGAR) as follows:

100b.101 The general State application
(a) This section applies to the programs listed in 100b.1 under which a State educational agency may make subgrants to local educational agencies.

(e) . . .
(4) That the State will evaluate the effectiveness of each program in meeting statutory objectives--not less often than once every three years--and that the State will cooperate in carrying out any evaluation of a program conducted by or for the Secretary or other Federal official.

(7) Specify procedures for effective evaluation of the extent to which program objectives are met.

G. Evaluation

31. The annual program plan includes procedures for evaluating the effectiveness of:

    a) the CSPD in meeting the needs for personnel
    b) procedures for administration of the system

32. A description of the monitoring activities which will be undertaken to assure the implementation of the CSPD.

33. Specifies procedures for effective evaluation of the extent to which program objectives are met (reference is for inservice program).

NOTE: As indicated in the PREFACE, a revision of the OSE Reviewer's Guide will be made to reflect changes required by EDGAR. Clearly, this "Evaluation" section appears likely to be significantly affected.

WRITER'S GUIDE

G. Evaluation

Purpose

The purpose of this section is to explain how evaluation of the CSPD will be accomplished. Three components must be described in the evaluation plan. They are:

- procedures for evaluation of CSPD effectiveness:
  - how well it meets the needs for personnel
  - how well it is administered.
- monitoring activities to assure implementation of the CSPD at state, regional, and local levels.
- procedure for evaluation of the extent to which inservice program objectives are met.

Suggestions

Overall effectiveness of the CSPD is evaluated in two ways. First is an evaluation of outcomes, that is, the effectiveness of the system in meeting the state's personnel needs as identified in the annual needs assessment. This section should describe how that evaluation is made including a description of the procedures used, kinds of data collected, and the manner of analysis of data.

Some methods useful for evaluating outcomes are:

- matching personnel needs with available personnel over time
- comparison of training needed by various target audiences with training actually provided;
- collecting personnel, curriculum, and child change data; and
- third party evaluation.

The second type of evaluation of CSPD effectiveness is an evaluation of the procedure for administering the system.

Some methods for this type of evaluation are:

- third party evaluation of planning and administration;
- surveys of persons involved in personnel development activities within the state;
- establishing expected outcomes for each component of administration of the system, with periodic checks to determine whether those outcomes are achieved; and
- a description of the results attributed to training and development.

Information on monitoring activities should include a description of activities which assure that the CSPD is being implemented at the local level. These monitoring activities might include:

- review of local district plans for Public Law 94-142;
- review of local staff development plans to insure that LEA implementation of the CSPD is integrated with other staff development activities;
- training of compliance monitoring teams to incorporate CSPD monitoring in on-site reviews;
- application of criteria for LEA inservice;
- fiscal audit of flow-through funds used for inservice;
- on-site monitoring of LEA staff development; and
- review of program changes resulting from personnel development.

Included in the information on evaluation of inservice programs should be the description of the procedures used to determine if objectives were met. The evaluation methods, criteria, and schedules (time lines), as well as systems for maintaining the information should be established prior to beginning the inservice program. Because objectives vary, this evaluation component might include various methods depending upon their appropriateness for a given program. Some possibilities are:

- systematically measuring outcomes and comparing them with criteria;
- assessing competencies acquired during training;
- using follow-up methods to determine whether skills learned are applied;
- observation of trainees on the job;
- identifying and measuring student outcomes which result from personnel training;
- identifying and measuring personnel outcomes which result from personnel training;
- use of behavior contracts;
- grades and/or higher education credits;
- participant, supervisor, and peer evaluation;
- surveys and questionnaires.

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Resources

Appendix G-1:	LEA Comprehensive Training Plan (sample form used by one state for LEA plans)
Appendix G-2:	Evaluation Form (examples of evaluation instruments for inservice activities)
Appendix G-3:	Criteria for Evaluating inservice instructional packets (a sample form from one state)

WRITER'S WORKSHEET

50

H. Technical Assistance

121a.387 Technical assistance to local educational agencies.

Each annual program must include a description of technical assistance that the State educational agency gives to local educational agencies in their implementation of the State's comprehensive system of personnel development.

51

H. Technical Assistance

34. Includes a description of technical assistance that SEA provides to LEA's in their implementation of the State's CSPD.

WRITER'S GUIDE

H. Technical Assistance

Purpose

The purpose of this section is to describe the support system the SEA offers to local educational agencies in implementing the CSPD. This support may include any efforts designed to increase planning, management, organizational or program skills. The focus is on improvement of program quality, not on monitoring or compliance concerns.

Suggestions

Technical assistance may be delivered directly by staff members from the SEA or arranged by the SEA from other sources. A wide variety of activities is possible:

- provision of consultant services;
- site visits;
- demonstrations or displays;
- information collection, analysis, and dissemination;
- production of documents and publications;
- dissemination of documents and publications;
- conducting conferences, workshops, and meetings;
- clearinghouse services;
- maintenance of technical assistance centers; and
- other regional or local coordination.

In preparing this section, document the kinds of services provided to LEA's in the area of personnel development.

* * * * * * * * * *

Resources

Appendix H-1:	Resources for Technical Assistance in Personnel Development (a partial list of sources of help to agencies providing technical assistance)
Appendix H-2:	Technical Assistance Summary (a sample of a form for displaying data on technical assistance)
Appendix H-3:	List of Educational Developers (a resource list of developers of educational materials)

52

WRITER'S WORKSHEET

APPENDICES

Note to the reader: Two types of appendices are included in this section. Appendices I through III include complete copies of the CSPD regulations, the CSPD section of the OSE Reviewer's Guide and the personnel data tables required for the State Plan. The remaining appendices (A through H) include resources for each section of the CSPD. The forms and other materials are intended to serve as examples; they should not be considered as models.

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

121a.380 Scope of system.

Each annual program plan must include a description of programs and procedures for the development and implementation of a comprehensive system of personnel development which includes:

(a) The inservice training of general and special educational instructional, related services, and support personnel:

(b) Procedures to insure that all personnel necessary to carry out the purposes of the Act are qualified (as defined in 121a.12 of Subpart A) and that activities sufficient to carry out this personnel development plan are scheduled; and

(c) Effective procedures for acquiring and disseminating to teachers and administrators of programs for handicapped children significant information derived from educational research, demonstration, and similar projects, and for adopting where appropriate, promising educational practices and materials developed through those projects. (20 U.S.C.1413(a)(3).)

121a.381 Participation of other agencies and institutions.

(a) The State educational agency must insure that all public and private institutions of higher education, and other agencies and organizations (including representatives of handicapped, parent, and other advocacy organizations) in the State which have an interest in the preparation of personnel for the education of handicapped children, have an opportunity to participate fully in the development, review, and annual updating of the comprehensive system of personnel development.

(b) The annual program plan must describe the nature and extent of participation under paragraph (a) of this section and must describe responsibilities of the State educational agency, local educational agencies, public and private institutions of higher education, and other agencies:

(1) With respect to the comprehensive system as a whole, and

(2) With respect to the personnel development plan under 121a.383. (20 U.S.C.1412(7)(A); 1413(a)(3).)

121a.382 Inservice training.

(a) as used in this section, "inservice training" means any training other than a full-time program which leads to a degree

(b) Each annual program plan must provide that the State educational agency:

(1) Conducts an annual needs assessment to determine if a sufficient number of qualified personnel are available in the State; and

(2) Initiates inservice personnel development programs based on the assessed needs of State-wide significance related to the implementation of the Act.

(c) Each annual program plan must include the results of the needs assessment under paragraph (b)(1) of this section, broken out by need for new personnel and need for retrained personnel.

(d) The State educational agency may enter into contracts with institutions of higher education, local educational agencies or other agencies, institutions, or organizations which may include parent, handicapped, or other advocacy organizations), to carry out:

(1) Experimental or innovative personnel development programs;

(2) Development or modification of instructional materials; and

(3) Dissemination of significant information derived from educational research and demonstration projects.

(e) Each annual program plan must provide that the State educational agency insures that ongoing inservice training programs are available to all personnel who are engaged in the education of handicapped children, and that these programs include:

(1) The use of incentives which insure participation by teachers (such as released time payment for participation, options for academic credit, salary step credit, certification renewal, or updating professional skills);

(2) The involvement of local staff; and

(3) The use of innovative practices which have been found to be effective.

(f) Each annual program plan must:

(1) Describe the process used in determining the inservice training needs of personnel engaged in the education of handicapped children;

(2) Identify the areas in which training is needed (such as individualized education programs, non-discriminatory testing, least restrictive environment, procedural safeguards, and surrogate parents);

(3) Specify the groups requiring training (such as special teachers, regular teachers, administrators, psychologists, speech-language pathologists, audiologists, physical education teachers, therapeutic recreation specialists, physical therapists, occupational therapists, medical personnel, parents, volunteers, hearing officers, and surrogate parents):

(4) Describe the content and nature of training for each area under paragraph (f)(2) of this section;

(5) Describe how the training will be provided in terms of (i) geographical scope (such as Statewide, regional or local), and (ii) staff training source (such as college and university staffs, State and local educational agency personnel, and non-agency personnel);

(6) Specify: (i) The funding sources to be used, and

(ii) The time frame for providing it; and

(7) Specify procedures for effective evaluation of the extent to which program objectives are met.
(20 U.S.C. 1413(a)(3).)

121a.383 Personnel development plan.

Each annual program plan must (a) include a personnel development plan which provides a structure for personnel planning and focuses on preservice and inservice education needs:

(b) Describe the results of the needs assessment under 121a.382(b)(1) with respect to identifying needed areas of training, and assigning priorities to those areas; and

(c) Identify the target populations for personnel development, including general education and special education instructional and administrative personnel, support personnel, and other personnel (such as paraprofessionals, parents, surrogate parents, and volunteers).
(20 U.S.C. 1413(a)(3).)

121a.384 Dissemination.

(a) Each annual program plan must include a description of the State's procedures for acquiring, reviewing, and disseminating to general and special educational instructional and support personnel, administrators of programs for handicapped children, and other interested agencies and organizations (including parent, handicapped, and other advocacy organizations significant information and promising practices derived from educational research, demonstration, and other projects.

(b) Dissemination includes:

(1) Making those personnel, administrators, agencies, and organizations aware of the information and practices;

(2) Training designed to enable the establishment of innovative programs and practice targeted on identified local needs; and

(3) Use of instructional materials and other media for personnel development and instructional programming.
(20 U.S.C. 1413(a)(3).)

121a.385 Adoption of educational practices.

(a) Each annual program plan must provide for a statewide system designed to adopt, where appropriate, promising educational practices and materials proven effective through research and demonstration.

RULES AND REGULATIONS
(cont.)

(b) Each annual program plan must provide for thorough reassessment of educational practices used in the State.

(c) Each annual program plan must provide for the identification of State, local, and regional resources (human and material) which will assist in meeting the State's personnel preparation needs.
(20 U.S.C. 1413(a)(3).)

121a.386 Evaluation has been replaced by 100b.101(a) and (e)(4) of Education Division General Administration Regulations (EDGAR) as follows:

100b.101 The general State application

(a) This section applies to the programs listed in 100b.1 under which a State educational agency may make subgrants to local educational agencies.

(e) . . .

(4) That the State will evaluate the effectiveness of each program in meeting statutory objectives--not less often than once every three years--and that the State will cooperate in carrying out any evaluation of a program conducted by or for the Secretary or other Federal official.

121a.387 Technical assistance to local educational agencies.

Each annual program plan must include a description of technical assistance that the State educational agency gives to local educational agencies in their implementation of the State's comprehensive system of personnel development.
(20 U.S.C. 1413(a)(3).)

Federal Register, Vol. 42, No. 163--Tuesday, August 23, 1977
and
Federal Register, Vol. 45, No. 66--Thursday, April 3, 1980

APPENDIX II

Checklist A

OSE REVIEWER'S GUIDE
SUMMARY REVIEW FORM

EHA-B State Plan for FY 1981-1983

From (Name of Applicant) ________________________

Date Received by BEH: __________________________

Reviewers:

Reader 1 -	Reader 3 -
Reader 2 -	Reader 4 -

Reviewers are to indicate data received for review and date review was completed.

Date Received	Date Review Completed
Reader 1 -	Reader 1 -
Reader 2 -	Reader 2 -
Reader 3 -	Reader 3 -
Reader 4 -	Reader 4 -

Status of Plan: Check one

_____ acceptable as submitted (recommended for total grant award)

_____ unacceptable (changes must be made before FY-1981 payment can be made)

Remarks/Recommended Action:

Instructions:

The FY-1981-1983 State Plan checklist corresponds with the requirements of the 1981-1983 State Plan. Each reader should complete a checklist.

Material which is incorporated by reference has been received and approved in previous program plans and need not be checked again. If additions, deletions, or modifications are made to material submitted in previous years, that section should be rechecked using the Summary Review Form first used in FY-1979. This form, which was modified for FY-1980 and for this state plan, is identified as checklist B.

When reviewing the plan, please make note of the page and paragraph numbers describing the location of relevant material. This may be used to verify your findings.

Comments added to this checksheet will not be considered a part of the official annual program plan submission.

	Yes	No	Reference	
			Page	Paragraph
V. Comprehensive System of Personnel Development				
I. INTRODUCTION (Overview of State procedures used to develop and implement the CSPD)				
1. Scope of System				
a) Establishes State procedures to insure that all personnel necessary to carry out the purposes of P.L. 94-142 are qualified and that activities sufficient to carry out the plan of the State are scheduled. (121a.380)				
b) Establishes State procedures for acquiring and disseminating to teachers and administrators of programs for handicapped children significant information derived from educational research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices and materials developed from those projects. (121a.380(c))				
2. Inservice				
a) Describes programs and procedures for the establishment of inservice training, defined as any training other than that received in a full time program which leads to degree. (121a.380(a))				
b) Provides for the inservice training of the following groups of general and special educational instructional, related services, and support personnel, (121a.382(f)(3)) such as:*				
- special education instructional personnel				
- regular teachers				
- administrators				

*Note: The terminology "such as" is exemplary. Not all boxes listed need be checked "yes" to indicate compliance. The plan for training should be congruent with the needs assessment.

			Reference	
	Yes	No	Page	Paragraph
- psychologists				
- speech-language pathologists				
- audiologists				
- physical education teachers				
- therapeutic recreation specialists				
- physical therapists				
- occupational therapists				
- medical personnel				
- parents				
- volunteers				
- hearing officers				
- surrogate parents				
- vocational educators				
- paraprofessionals (teacher aides)				
- educational diagnosticians				
II. INPUT AND IMPLEMENTATION (Description of process to insure participatory planning and the results of the process i.e., the nature and extent of broad-based participation in the development, review, and annual updating of the CSPD). 3. Describes how input from all public and private IEH's, other agencies and organizations, and representiatives of parents handicapped organizations has been obtained. (121a.381(a) and (b))				
a) The nature and extent of participation is described, indicating: i) participating in development				
ii) review				

	Yes	No	Reference	
			Page	Paragraph
iii) annual updating				
4. The responsibilities of SEA's, LEA's, IHE's, and other agencies related to the development of the CSPD are described: (121a.382(b))				
a) relating to inservice				
b) relating to preservice				
(Note: A simple matrix or table with some narrative could convey the various responsibilities of the SEA, LEAs and IHEs)				
III NEEDS ASSESSMENT 5. An annual needs assessment has been conducted. (121a.383(b)(i) + 121a.382(b)(i))				
6. The needs assessment process is described. (121a.382(f))				
7. The sources of information are indicated, and				
The target populations for personnel development are identified, including: (121a.383(c)) - special education instructional personnel				
- general education instructional personnel				
- administrative personnel				
- parents				
- volunteers				
- support personnel				
- surrogate parents				
- paraprofessionals				
Other populations may be included, such as: - physical therapists				
- medical personnel				

	Yes	No	Reference	
			Page	Paragraph
b) The number of new personnel needed, such as* (121a.383(c))				
i) general educational:				
instructional				
support personnel				
ii) special educational:				
instructional				
related service providers				
support personnel				
c) The number of personnel requiring retraining, such as:*				
i) general educational personnel				
ii) special educational personnel				
d) The content areas in which training is needed (121a.382(f)(2))				
e) The groups requiring training from the following listing such as:* (121a.382(f)(3))				
- special education instructional personnel				
- regular teachers				
- administrators				
- psychologists				
- speech-language pathologists				
- audiologists				
- physical education teachers				
- occupational therapists				
- medical personnel				
- parents				

	Yes	No	Reference Page	 Paragraph
- occupational therapists				
- psychologists				
- speech-language pathologists				
- hearing officers				
- audiologists				
- physical education teachers				
- therapeutic recreation specialists				
- vocational educators				
- educational diagnosticians				
- others				
8. The process used to collect the needs assessment data is described. (121a.382(f))				
9. The information collected includes: (121a. 382(1)) a) The number of qualified personnel available, such as*				
i) general educational:				
instructional				
support personnel				
ii) special educational:				
instructional				
related service providers				
support personnel				

	Yes	No	Reference	
			Page	Paragraph
- volunteers				
- hearing officers				
- surrogate parents				
- vocational educators				
- paraprofessionals (teacher aides)				
- educational diagnosticians				
- physical therapists				
IV. INSERVICE (The purpose of this section is to describe the specific plan for inservice based on the needs assessment.)				
10. The Personnel Development Plan must provide a structure for personnel planning focusing on inservice needs. (121a.383(a))				
NOTE: If the structure for personnel planning has been described above (e.g., a manpower planning committee) it need only be referenced.				
11. The Personnel Development Plan describes the results of the annual needs assessment: (121a.383(b))				
- needed areas of inservice training				
NOTE: If inservice training needs have been described above, it may be referenced here.				
- assigning priorities to those areas				
12. The Personnel Development Plan identifies target populations for inservice training, such as: (121a.383(c)) (NOTE: Not all groups need be addressed to indicate compliance) - special education instructional personnel				

			Reference	
	Yes	No	Page	Paragraph
- regular teachers				
- administrators				
- psychologists				
- speech-language pathologists				
- audiologists				
- physical education teachers				
- therapeutic recreation specialists				
- physical therapists				
- occupational therapists				
- medical personnel				
- parents				
- volunteers				
- hearing officers				
- surrogate parents				
- vocational educators				
- paraprofessionals (teacher aides)				
13. There are target training audiences specified (same as above) (121a.382(b)(2)) (121a.382(f)(3))				
- special teachers				
- regular teachers				
- administrators				
- psychologists				
- speech-language pathologists				
- audiologists				
- physical education teachers				
- therapeutic recreation specialists				

			Reference	
	Yes	No	Page	Paragraph
- physical therapists				
- occupational therapists				
- medical personnel				
- parents				
- volunteers				
- hearing officers				
- surrogate parents				
14. There are program objectives. (121a.382(f)(7))				
15. The content and nature of the training are described, such as:* (121a.382(f)(2) and (f)(4))				
- individualized education programs				
- non-discriminatory testing				
- least restrictive environment				
- procedural safeguards				
- surrogate parents				
- other				
16. The trainers are described for the various inservice programs. (121a.382(f)(5)(ii)) (121a.382(d) and (e))				
- IHE's				
- SEA's				
- LEA's				
- non agency				
17. Funding sources for the various inservice programs are specified. (121a.382(f)(b)(i)) (121a.382(e)				

			Reference	
	Yes	No	Page	Paragraph
18. The time frame for the various inservice programs are specified. (121a.382(f)(b)(ii)) (121a.382(e)				
19a. The SEA insures the use of incentives which insure participation by teachers such as:* (121a.382(e)) - released time				
- payment for participation				
- options for academic credit				
- salary step credit				
- certification renewal				
- updating professional skills				
19b. The SEA insures the involvement of local staff (121a.382(e) and (e)(2))				
20. The SEA insures the use of innovative practices which have been found to be effective. (121a.382(e) and (e)(3)				
V. PRESERVICE 21. The Personnel Development Plan must provide a structure for personnel planning focusing on preservice needs. (121a.383(a)) (NOTE: If the structure for personnel planning has been described previously, it may be referenced.)				
22. The Personnel Development Plan describes the results of the annual needs assessment: (121a.383(b)) - needed areas of preservice training are described				
- areas of preservice training are described in order of priority				
23. The Personnel Development Plan identifies target populations for preservice training, including (121a.383(c))				
- general education instructional personnel				

	Yes	No	Reference	
			Page	Paragraph
- administrative personnel				
- support personnel				
- other personnel				
VI. DISSEMINATION AND ADOPTION				
24. A description of the State's procedures for acquiring significant information and promising practices derived from: (121a.384(2))				
- educational research				
- demonstration projects				
- other projects				
25. A description of the State's procedures for reviewing significant information derived from: (121a.384(a))				
- educational research				
- demonstration projects				
- other projects				
26. A description of the State's procedures for disseminating the reviewed information to: (121a.384(a))				
- general educators				
- special education instructional personnel				
- support personnel				
- administrators				
- interested agencies				
- interested organizations				
27. Dissemination includes making those personnel, administrators, agencies, and organizations aware of information and practices. (121a.384(b)(1))				

			Reference	
	Yes	No	Page	Paragraph
28. Dissemination includes training designed to enable the establishment of innovative programs. (121a.384(b)(2)				
29. Dissemination includes use of instructional materials and other media for (121a.384(b)(3)): - personnel development				
- instructional programming				
30. The annual program plan must provide for a Statewide system designed to adopt, where appropriate, promising educational practices and materials proven effective through research and demonstration (121a.385(a)),				
must provide for thorough reassessment of educational practices used in the State (121a.385(b)) and				
must provide for the identification of resources which will assist in meeting the State's personnel preparation need. (121a.385(c))				
a) State resources				
- human resources				
- material				
b) local resources				
- human resources				
- material				
c) regional resources				
- human resources				
- material				
VII. EVALUATION 31. The annual program plan includes procedures for evaluating the effectiveness of: (121a.386(a)(1) and (2))				

	Yes	No	Reference	
			Page	Paragraph
a) the CSPD in meeting the needs for personnel				
b) procedures for administration of the system				
32. A description of the monitoring activities which will be undertaken to assure the implementation of the CSPD (121a.386(b))				
33. Specifies procedures for effective evaluation of the extent to which program objectives are met (reference is for inservice program). (121a.382(7))				
VIII. TECHNICAL ASSISTANCE 34. Includes a description of technical assistance that SEA provides to LEA's in their implementation of the State's CSPD. (121a.387)				

Appendix III

State Plan Tables

Directions for Tables 1A and 1B

The State Education Agency must submit two (2) tables (Tables 1A and 1B, Projected Number of Personnel (in Full Time Equivalents) Needed to Meet the Full Educational Opportunities Goal for Handicapped Children), one for the 1979-80 school year and one for the 1980-81 school year. Provide a projection of the total number of personnel estimated to be needed to meet the full educational opportunities goal for these two years. The tables must include the data derived from all major agencies, including the State Education Agency, which are responsible for educating one or more types of handicapped children.

When recording staff, report in full-time equivalents (i.e., equivalent of full-time staff working exclusively with handicapped). Full-time equivalency of assignment is defined as "the amount of time for a less than full-time activity divided by the amount of time normally required in a corresponding full-time activity. Full-time equivalency is usually expressed as a decimal fraction to the nearest tenth."

Regular classroom teachers who work with handicapped children are not to be included in tables 1A and 1B.

(1). Enter in columns 1, 2, and 3:

(a) estimates of the TOTAL number of full-time equivalent staff needed to meet the full educational opportunities goal in a row (a),

and (b) estimates of the number of full-time equivalent staff needed to meet the full educational opportunities goal in each of the disability areas (rows (b) through (ℓ)).

(2). Row (a), Columns 4-18. Report only a total in Row (a). Provide the total number of full-time equivalent staff you estimate will be needed to meet the full educational opportunities goal.

PART B - DATA TABLE #1A

PROJECTED NUMBER OF PERSONNEL (IN FULL TIME EQUIVALENTS) NEEDED TO MEET THE FULL EDUCATIONAL OPPORTUNITIES GOAL FOR HANDICAPPED CHILDREN IN THE 1979-1980 SCHOOL YEAR

PERSONNEL	1 Teachers of Special Classes	2 Resource Room Teachers	3 Itinerant/Consulting Teachers	4 Psychologists	5 School Social Workers	6 Occupational Therapists	7 Home-Hospital Teachers	8 Speech Pathologists	9 Audiologists	10 Teacher Aides	11 Vocational Education Teachers	12 Work-Study Coordinators	13 Physical Education Teachers	14 Recreation Therapists	15 Diagnostic Staff	16 Supervisors	17 Other Non-Instructional Staff	18 TOTAL
TOTAL (a)																		
MENTALLY RETARDED (b)																		
HARD OF HEARING (c)																		
DEAF (d)																		
SPEECH IMPAIRED (e)																		
VISUALLY HANDICAPPED (f)																		
SERIOUSLY EMOTIONALLY DISTURBED (g)																		
ORTHOPEDICALLY IMPAIRED (h)																		
HEALTH IMPAIRED (i)																		
SPECIFIC LEARNING DISABILITIES (j)																		
DEAF-BLIND (k)																		
MULTIHANDICAPPED (l)																		

PART B - DATA TABLE #1B

PROJECTED NUMBER OF PERSONNEL (IN FULL TIME EQUIVALENTS) NEEDED TO MEET THE FULL EDUCATIONAL OPPORTUNITIES GOAL FOR HANDICAPPED CHILDREN IN THE 1980-1981 SCHOOL YEAR

PERSONNEL	1 Teachers of Special Classes	2 Resource Room Teachers	3 Itinerant/ Consulting Teachers	4 Psychologists	5 School Social Workers	6 Occupational Therapists	7 Home-Hospital Teachers	8 Speech Pathologists	9 Audiologists	10 Teacher Aides	11 Vocational Education Teachers	12. Work-Study Coordinators	13 Physical Education Teachers	14 Recreation Therapists	15. Diagnostic Staff	16 Supervisors	17 Other Non-Instructional Staff	18 TOTAL
TOTAL (a)																		
MENTALLY RETARDED (b)																		
HARD OF HEARING (c)																		
DEAF (d)																		
SPEECH IMPAIRED (e)																		
VISUALLY HANDICAPPED (f)																		
SERIOUSLY EMOTIONALLY DISTURBED (g)																		
ORTHOPEDICALLY IMPAIRED (h)																		
HEALTH IMPAIRED (i)																		
SPECIFIC LEARNING DISABILITIES (j)																		
DEAF-BLIND (k)																		
MULTIHANDICAPPED (l)																		

74

DIRECTIONS TABLE 2

Enter the total number of individuals to be trained for each training audience (columns) and for each type of training (rows). The projection should include those trained under Federal (e.g., Part B, Part D, etc.), State, local, and other funds to be used for this purpose. The projection should include those who will be trained by SEAs, LEAs, IHEs or any other trainers.

A. Enter an unduplicated count for each type of training (rows).
Example: A particular State's Awareness type of training programs for a particular training audience consists of 3 half day sessions. In this instance an individual would be counted once, not three times.

Example: The same State's Awareness type of training program for a different training audience consists of a one day session. In this instance an individual would also be counted once.

Example: When an entry is made for a particular type of training such as Awareness training for regular classroom teachers, the entry should represent all of the individuals in the State to receive this type of training during the 1979-80 school year.

B. If an individual participates in more than one type of training, count him/her for each type of training.
Example: 1000 regular classroom teachers are to receive awareness training, and it is planned that the same teachers will also receive knowledge training. In this instance, the entry will be 1000 in the Awareness row and 1000 in the Knowledge row. A variation would be to schedule Knowledge training for an additional 500 regular classroom teachers who received Awareness training the previous year. In this case the projected number would stay the same in the Awareness row Training 1000, but the projected number in the knowledge row would be 1500.

TABLE 2

Projected Number of Persons to Receive Inservice Training During the 1979-1980 School Year

Type of Training*	Training Audience							
	regular classroom teachers	special education teachers	teacher aides	parents	support personnel (psychology, social workers, health personnel, physical education, etc.)	administrators	operations personnel (secretarial, clerical, maintenance, transportation food service)	other (specify))
1. Awareness								
2. Knowledge								
3. Skill practice								
4. Skill application								

*See attached definitions

DEFINITIONS TABLE 2

It is assumed that an individual is entitled to a series of inservice training programs which allow that person to execute his/her responsibilities under P.L. 94-142. A program is defined as a single workshop or session, or a series of workshops or sessions related to the following four types of training:

1. Awareness Training. This type of training focuses primarily on attitudinal change. Included in this category are training sessions which include public relations type of information such as informing school personnel and the public about P.L. 94-142, and sensitizing the audience about the needs and skills of handicapped children.

2. Knowledge Training. This type of training focuses primarily on cognitive change. In contrast to type (1) training, type (2) training is of a longer duration, the information is more detailed, and the participants are expected to retain the information. Some examples of topics appropriate for this category of training are: characteristics of children with one or many types of handicapping conditions; due process procedures; education in the least restrictive environment; individual education programs, classroom management, etc.

3. Skill Practice. This type of training usually follows type (1) and (2) training. The training focuses on producing behavioral change in the participant in a controlled setting such as a practicum or lab situation. In many instances the trainee will actually work with handicapped children, or parents, or school staff as an integral feature of this type of inservice training.

4. Skill Application. This type of training also focuses on behavioral change. In contrast with type (3), type (4) emphasizes behavioral change which is learned and demonstrated in the trainees own work environment, in their current position, in their own school.

NOTE: Many SEAs focus their inservice training at type 1 and 2 with the understanding that types 3 and 4 training is the responsibility of Regional Centers, Intermediate Units, or other LEAs. In the narrative (Comprehensive System of Personnel Development), please describe the SEA's involvement with other inservice providers in the State, and how their training relates to the training directly sponsored by the SEA.

Appendix A-1

TEXAS EDUCATION AGENCY

POLICIES AND ADMINISTRATIVE PROCEDURES FOR THE EDUCATION OF HANDICAPPED STUDENTS

35.75.040 Personnel Development

All agencies of public education shall develop a program of personnel development for all school and related staff involved in the education of handicapped students.

35.75.040 Personnel Development

(1) State-Level Comprehensive System of Personnel Development

The Texas Education Agency provides a comprehensive system of personnel development which includes:

(A) formulation of policies relating to certification or licensure of all personnel involved in the education of the handicapped;

(B) identification of statewide training and inservice education needs on a periodic basis;

(C) development of a statewide personnel development plan to meet identified training needs;

(D) utilization of statewide advisory groups composed of representatives from regional education service centers, local education agencies, institutions of higher education, and other agencies or groups providing services to the handicapped to develop, review, and update plans for personnel development;

(F) provision of technical assistance to education service centers, school districts, and other agencies providing services to handicapped students in developing and implementing personnel plans; and

(G) monitoring and evaluation of the system.

(2) Regional-Level Comprehensive System of Personnel Development

Each education service center provides a comprehensive system of personnel development which includes:

(A) identification of regional training and inservice education needs on a periodic basis;

(B) development of regional personnel development plans to meet identified training needs;

(C) utilization of regional advisory groups composed of representatives from local education agencies, institutions of higher education, and other agencies or groups providing services to the handicapped to develop, review, and update plans for personnel development;

(D) dissemination of information relating to personnel development;

(E) provision of technical assistance to school districts in developing and implementing personnel development plans; and

(F) monitoring and evaluation of the system.

(3) Local-Level Comprehensive System of Personnel Development

Each school district or cooperative provides a comprehensive system of personnel development which includes:

(A) identification of local training and inservice education needs on a periodic basis;

(B) development of local personnel development plans to meet identified training needs;

(C) utilization of local advisory groups composed of representatives from local district personnel and other agencies or groups providing services to the handicapped to develop, review, and update plans for personnel development;

(D) dissemination of information relating to personnel development; and

(E) monitoring and evaluation of the system.

Appendix A-2

LIST OF PRIMARY CSPD PERSONS IN STATE EDUCATION AGENCIES

ALABAMA

Sue B. Akers, Supervisor
Support Services Unit
Alabama State Department of Education
Division of Instruction
Program for Exceptional Children and Youth
Montgomery, Alabama 36130

ALASKA

Sherman Welch, Program Manager
Special Education
Alaska Department of Education
Juneau, Alaska 99801

ARIZONA

Tommie Pierce
Education Program Specialist
Arizona Department of Education
Phoenix, Arizona 85007

ARKANSAS

Larry Stang, Federal Grants Officer
Personnel Development
Arkansas Department of Education
Special Education Section
Little Rock, Arkansas 72201

CALIFORNIA

Karl E. Murray, Coordinator
Personnel Development
California State Department of Education
721 Capital Mall
Sacramento, California 95814

COLORADO

Lynne M. Murphy, Consultant
Federal Programs
Colorado Department of Education
Denver, Colorado 80203

CONNECTICUT

Janet M. Rosenbaum
Personnel Development Coordinator
Connecticut State Department of Education
Hartford, Connecticut 06115

DELAWARE

Dr. Connie I. Allen
Exceptional Children Programs
Department of Public Instruction
The Townsend Building
Dover, Delaware 19901

DISTRICT OF COLUMBIA

David Burket
Executive Assistant Superintendent
Webster Administration Building
Special Education Division
10th H Northwest
Washington, D.C. 20001

FLORIDA

Doris Nobi
Bureau of Education for Exceptional Students
Florida Department of Education
Tallahassee, Florida 32303

GEORGIA

Martha Bauman, Consultant
Federal Programs
State Department of Education
Atlanta, Georgia 30334

GUAM

William J. Sewell, Jr.
Program Supervisor, Childfind (Acting)
Department of Education
Special Education Division
Agana, Guam 96910

HAWAII

Miles Kawatachi, Director
Special Needs Branch
Office of Instructional Services
State Department of Education
1270 Queen Emma Street
Honolulu, Hawaii 96813

IDAHO

Charles G. Riddle
Special Education Consultant
Special Education Section
State Department of Education
Boise, Idaho 83720

ILLINOIS

Kay Robinson
Special Education Specialist
State Board of Education
Illinois Office of Education
Springfield, Illinois 62777

INDIANA

Carol Eby, Coordinator of
Personnel Development and Program Review
Division of Special Education
Department of Public Instruction
Indianapolis, Indiana 46204

IOWA

Douglas A. West, Consultant
Teacher Education and Certification
Grimes State Office Building
Des Moines, Iowa 50319

KANSAS

Gerald M. Carder, Director
Fellowships and Scholarships in
Special Education
Kansas State Department of Education
Topeka, Kansas 66612

KENTUCKY

Denise Bryant, Director
Unit of Staff Development
Kentucky Department of Education
Frankfort, Kentucky 40601

LOUISIANA

Sr. Mary Jeanne Girshefski
Coordinator, CSPD
Special Education Services
Louisiana Department of Education
Baton Rouge, Louisiana 70804

MAINE

Margaret Arbuckle, Coordinator
CSPD
Maine Department of Educational and
Cultural Services
Division of Special Education
Augusta, Maine 04333

MARYLAND

Richard Mainzer
Staff Development Specialist
and
Carol Ann Baglin
Interagency Specialist
Division of Special Education
Maryland State Department of Education
P. O. Box 8717
Baltimore, Maryland 21240

MASSACHUSETTS

Gerry Ryan, CSPD Coordinator
Division of Special Education
31 St. James Avenue
Boston, Massachusetts 02116

MICHIGAN

Theodore Beck, Supervisor
Special Education Services Area
Development and Training Program
Michigan Department of Education
Box 30008
Lansing, Michigan 48902

MINNESOTA

Norma Tedder, Coordinator
Personnel Development
Special Education
Minnesota Department of Education
550 Cedar Street
St. Paul, Minnesota 55101

PUERTO RICO

Annabel A. Flores
Administrator
Special Education Program
Department of Education
Hato Rey, Puerto Rico 00924

RHODE ISLAND

H. Wells French, Inservice Coordinator
Rhode Island Department of Education
Hayes Street
Providence, Rhode Island 02908

SOUTH CAROLINA

Robert S. Black, Director
Office of Programs for the Handicapped
State Department of Education
Columbia, South Carolina 29201

SOUTH DAKOTA

Nancy Parker
Inservice Training Coordinator
Section for Special Education
Division of Elementary and Secondary
Education
State Office Building #3
Pierre, South Dakota 57501

TENNESSEE

Joel P. Walton
Chief of Curriculum Services
Education for the Handicapped
State Department of Education
103 Cordell Hull Building
Nashville, Tennessee 37219

TEXAS

Carol Lacey, Consultant
Special Education Developmental Services
Texas Education Agency
201 E. 11th
Austin, Texas 78701

UTAH

C. W. Freston (on leave)
CSPD Coordinator
Utah State Office of Education
250 E. 5th South
Salt Lake City, Utah 84111

VERMONT

Doug Walker
Former Coordinator of Training
Division of Special Education
Vermont State Department of Education
Montpelier, Vermont 05602

VIRGINIA

Sara G. Irby, Assistant Supervisor
Personnel Preparation
Division of Special Education
Department of Education
1323 E. Grace Street
Richmond, Virginia 23216

WASHINGTON

Dr. Niles Wusterbarth
Training Supervisor
Special Education
State Department of Education
Olympia, Washington 98504

WEST VIRGINIA

Dr. Keith Smith
Director of Special Education
Administrative Services
West Virginia Department of Education
Charleston, West Virginia 25305

WISCONSIN

Dorothy Placide
Division for Handicapped Children
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

WYOMING

Beth Early
Curriculum Coordinator for the Handicapped
State Programs for Exceptional Children
Wyoming State Department of Education
Hathaway Building
Cheyenne, Wyoming 82002

AMERICAN SAMOA

Iakopo F. Taula'i
Director, Special Education
Department of Education
Pago Pago, American Samoa 96799

MISSISSIPPI

Myrtle Glatzer, Coordinator
Personnel Development
State Department of Education
P. O. Box 771
Jackson, Mississippi 39205

MISSOURI

Delores John
Supervisor of Federal Programs
Division of Special Education
Missouri Department of Elementary
and Secondary Education
P. O. Box 480
Jefferson City, Missouri 65101

MONTANA

Ron Lukenbill, Manager
Inservice Training
Special Education Unit
Office of Public Instruction
State Capitol
Helena, Montana 59601

NEBRASKA

Mary Ann Losh, Supervisor
Personnel Development (Special Education)
301 Centennial Mall South
State Department of Education
Lincoln, Nebraska 68509

NEVADA

Frank South
Nevada Department of Education
400 West King Street
Carson City, Nevada 89710

NEW HAMPSHIRE

Mary V. Osgood, Consultant
Special Education
Department of Education
105 Loudon Road
Concord, New Hampshire 03301

NEW JERSEY

Ellen Schechter Maney
CSPD Coordinator
Department of Special Education
State Department of Education
225 W. State Street
Trenton, New Jersey 08625

NEW YORK

Lawrence Gloeckler, Chief
Bureau of Program Development
Office for Education of Children
with Handicapping Conditions
Room 1061, EBA
Albany, New York 12234

NORTH CAROLINA

Fred Baars, Consultant
State Development
Division for Exceptional Children
State Department of Public Instruction
Raleigh, North Carolina 27611

NORTH DAKOTA

Shelby J. Niebergall
Coordinator of Special Education
State Department of Public Instruction
Bismarck, North Dakota 58501

OHIO

F. P. Gross, Assistant Director
Division of Special Education
State Department of Education
933 High Street
Worthington, Ohio 43085

OKLAHOMA

Keith Haley, CSPD Coordinator
State Department of Education
2500 N. Lincoln
Oklahoma City, Oklahoma 73105

OREGON

Bus Nance, Specialist
Personnel Development
Oregon Department of Education
942 Lancaster Drive, N.E.
Salem, Oregon 97310

PENNSYLVANIA

W. Lee Herron
Special Education Advisor
Bureau of Special and Compensatory
Education
Pennsylvania Department of Education
Harrisburg, Pennsylvania 17126

Appendix A-3

Massachusetts

Training (382)

Target Populations:

Many different target populations require training or retraining in order to implement the mandates of the state and federal special education laws. These include:

1. Generic Teachers
2. Moderate Teachers
3. Severe Teachers
4. Vision/Peripatology Teachers
5. Audition Teachers
6. Early Childhood Teachers
7. Regular Education Teachers
8. Secondary/Special Education Personnel
9. Bilingual/Special Education - various areas of specialization and languages
10. Paraprofessionals
11. Parents and Surrogate Parents
12. Vocational Education/Special Education Personnel
13. Regular Education Administrators (Principals, Superintendents)
14. Special Education Administrators (Principals, Superintendents)
15. Speech Pathology/Audiology Personnel
16. Occupational Therapists
17. Physical Therapists
18. Adapted Physical Education
19. Therapeutic Recreation
20. Social Workers
21. Psychologists
22. School Health Personnel - Nurses, Physicians
23. Other Support Personnel - Guidance, Transportation, etc.
24. School Committee Members
25. Peers of Children with Special Needs
26. Citizens of Local Communities (e.g., Parent/Teacher Association, etc.)
27. Higher Education Faculty
28. Mixed External Groups: Function-oriented training; 94-142 Priority Areas, i.e., Individualized Educational Plans with least restrictive alternative environments, etc.

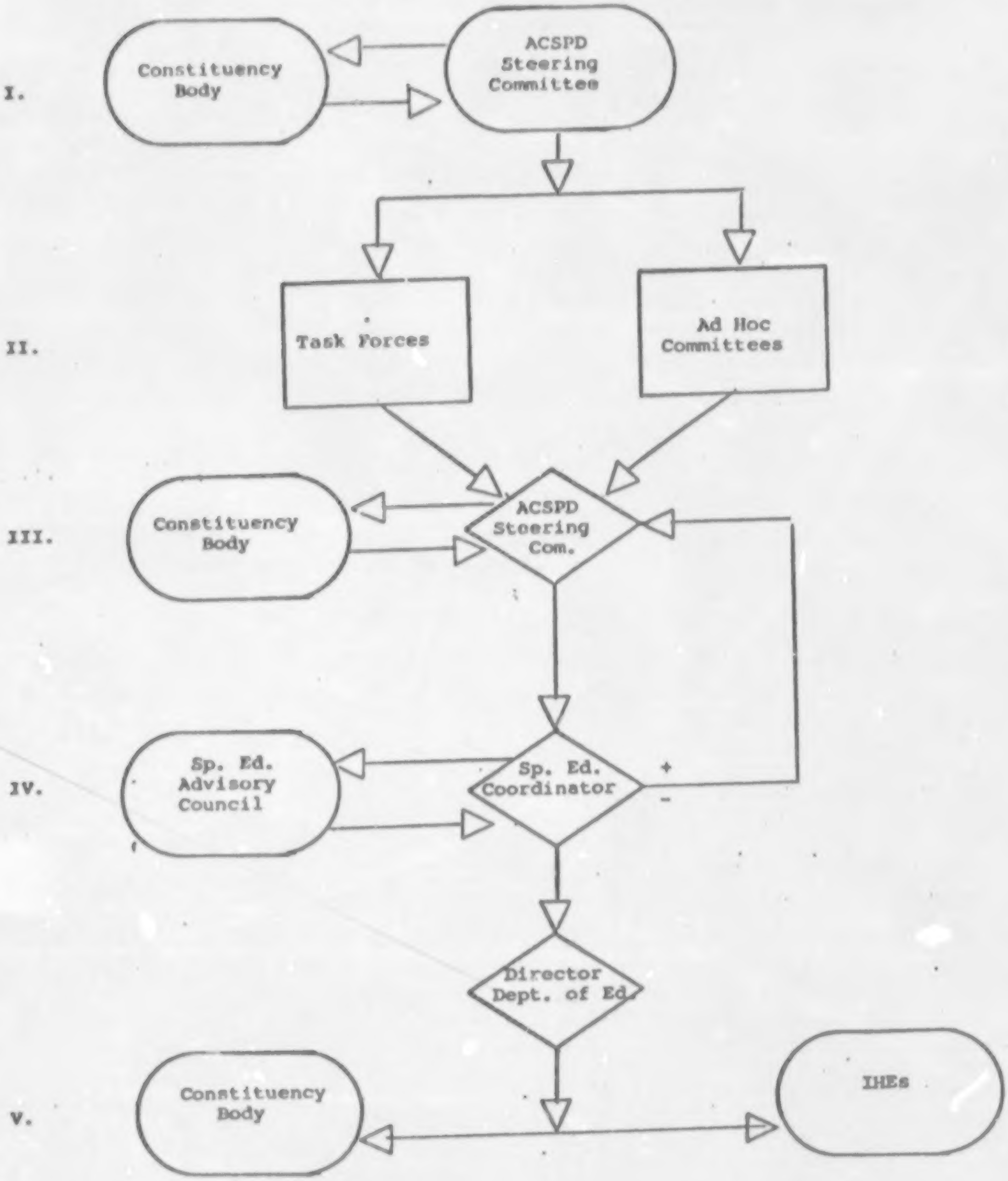
    Local Education Agency Program Audit
    Institutions of Higher Education Program Audit
    Regional Review Board
    Appeals
    Fiscal-transportation-Third Party payments
    Private Schools
    Programs operated by other agencies

29. State Education Agency Staff: Function-oriented training

- Management (including clerical)
- Institutional Schools
- Audit/Assistance - Audit, Complaint System, Regional Review Boards
- Appeals - Hearing Officers, Mediators

Appendix A-4

ARKANSAS COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT PROCESS


I.
Constituency Body
ACSPD Steering Committee
II.
Task Forces
Ad Hoc Committees
III.
Constituency Body
ACSPD Steering Com.
IV.
Sp. Ed. Advisory Council
Sp. Ed. Coordinator
+
-
Director Dept. of Ed.
V.
Constituency Body
IHEs

LEVEL I: Identify Priority Needs
LEVEL II: Problem Solving with Action Plan
LEVEL III: Review Action Plans
LEVEL IV: SEA Approval of Action Plans
LEVEL V: Implementation
LEVEL VI: Evaluation

Appendix B-1

Groups to Participate in CSPD Development

State Department of Education

Institutions of Higher Education

Community and Junior Colleges

Private Schools

Public Schools

- Local directors of special education
- Special education teachers
- Regular education teachers
- School administrators (e.g., superintendent, building principal)
- Adapted physical education teachers

State Office of Vocational Rehabilitation

Teachers Unions

Professional Organizations

State Department of Mental Health

Representative from State Advisory Committee on Public Law 94-142

State Legislature

Parents of Handicapped Individuals

Handicapped Individuals

Speech and Hearing

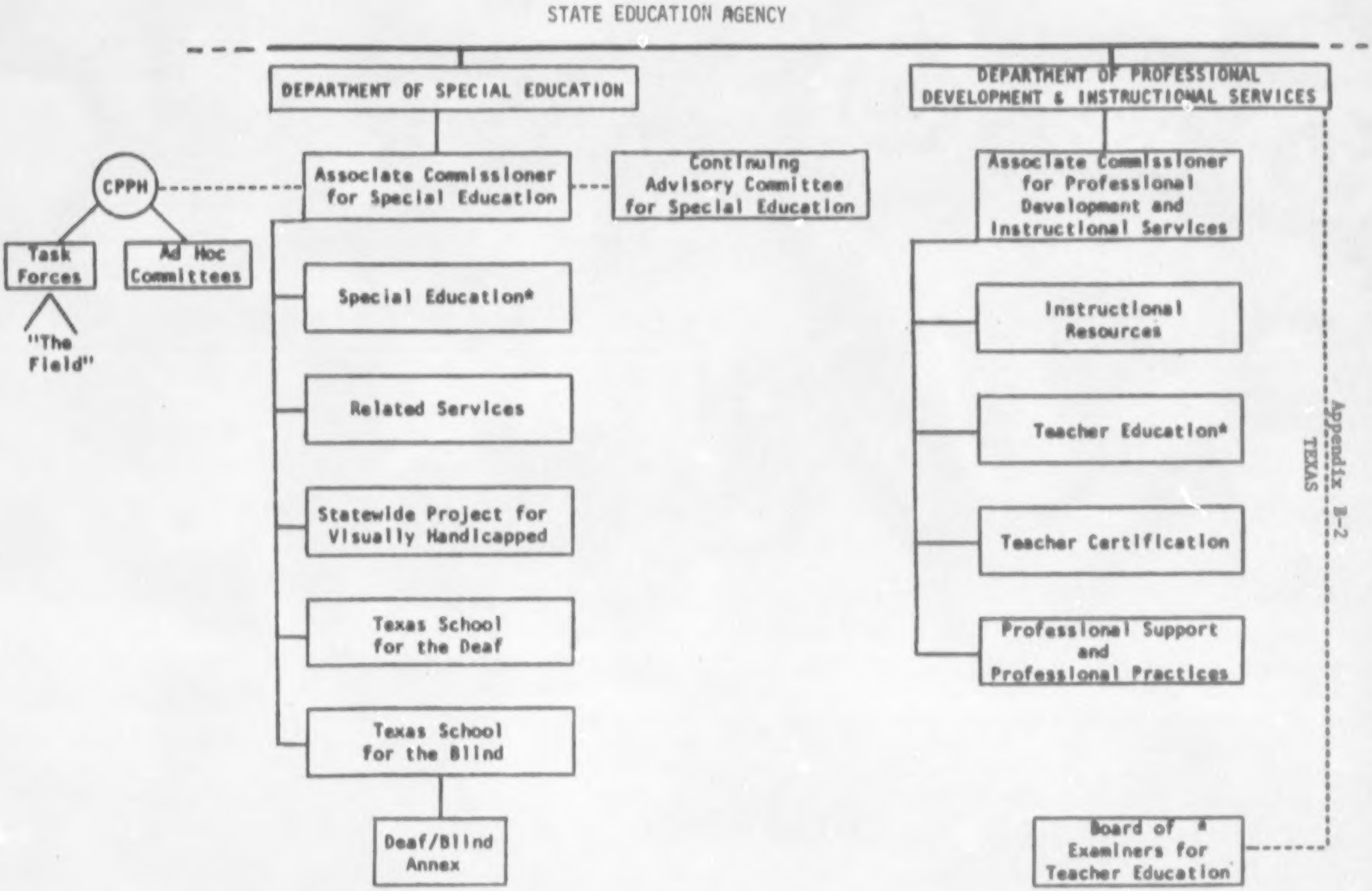
Therapeutic Recreation

Teacher Organizations

Organizations for the Handicapped

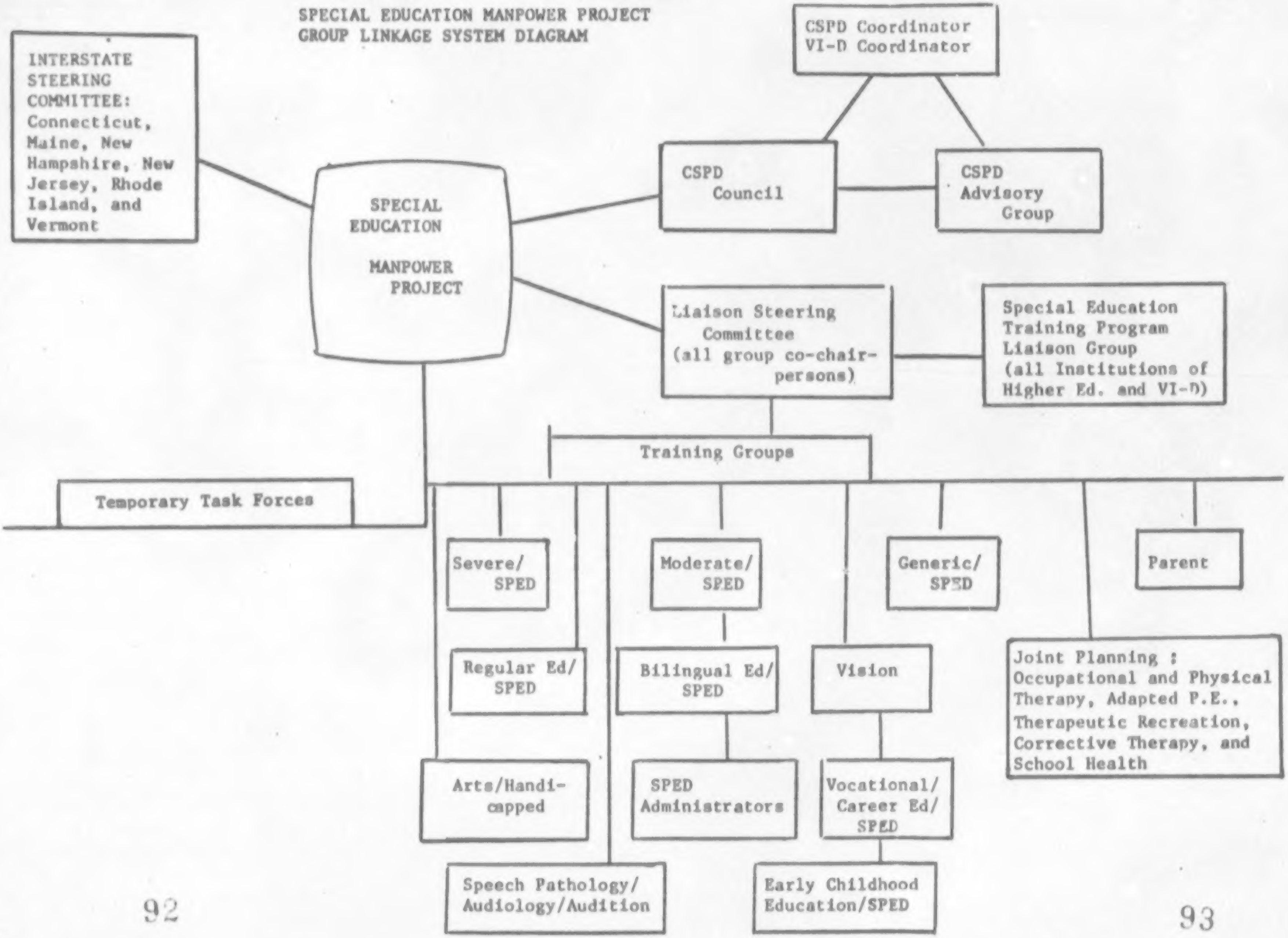
Advocacy Groups

Appendix B-2
TEXAS


STATE EDUCATION AGENCY
DEPARTMENT OF SPECIAL EDUCATION
DEPARTMENT OF PROFESSIONAL DEVELOPMENT & INSTRUCTIONAL SERVICES
CPPH
Task Forces
Ad Hoc Committees
"The Field"
Associate Commissioner for Special Education
Continuing Advisory Committee for Special Education
Special Education*
Related Services
Statewide Project for Visually Handicapped
Texas School for the Deaf
Texas School for the Blind
Deaf/Blind Annex
Associate Commissioner for Professional Development and Instructional Services
Instructional Resources
Teacher Education*
Teacher Certification
Professional Support and Professional Practices
Board of * Examiners for Teacher Education

* Staff or member appointed to CPPH.

SPECIAL EDUCATION MANPOWER PROJECT GROUP LINKAGE SYSTEM DIAGRAM

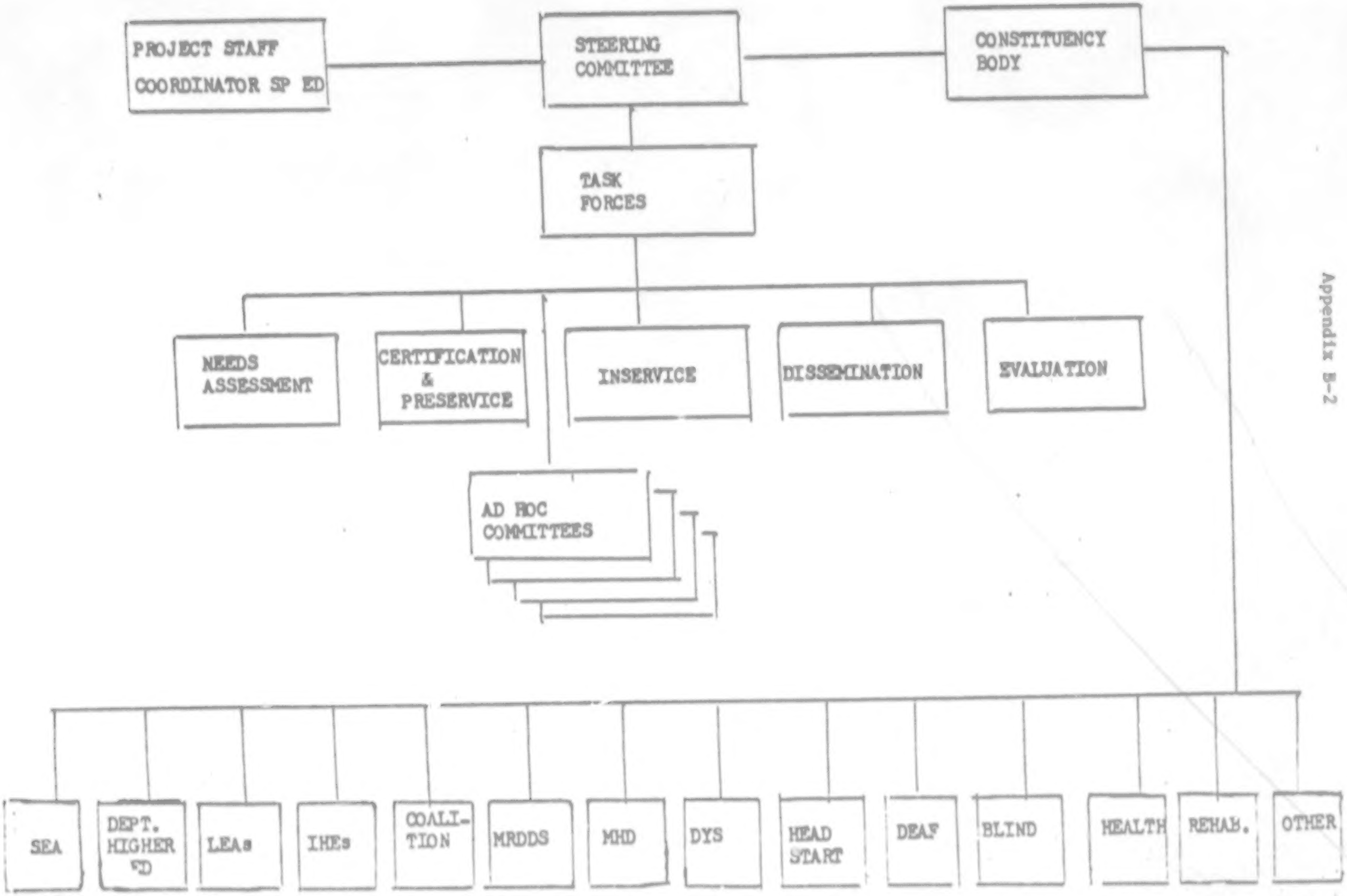

INTERSTATE STEERING COMMITTEE: Connecticut, Maine, New Hampshire, New Jersey, Rhode Island, and Vermont
SPECIAL EDUCATION MANPOWER PROJECT
CSPD Coordinator VI-D Coordinator
CSPD Council
CSPD Advisory Group
Liaison Steering Committee (all group co-chair-persons)
Special Education Training Program Liaison Group (all Institutions of Higher Ed. and VI-D)
Training Groups
Temporary Task Forces
Severe/ SPED
Moderate/ SPED
Generic/ SPED
Parent
Regular Ed/ SPED
Bilingual Ed/ SPED
Vision
Joint Planning : Occupational and Physical Therapy, Adapted P.E., Therapeutic Recreation, Corrective Therapy, and School Health
Arts/Handi-capped
SPED Administrators
Vocational/ Career Ed/ SPED
Speech Pathology/ Audiology/Audition
Early Childhood Education/SPED

Appendix B-2

May 1980

ARKANSAS COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (ACSPD)

ORGANIZATIONAL STRUCTURE


PROJECT STAFF
COORDINATOR SP ED
STEERING COMMITTEE
CONSTITUENCY BODY
TASK FORCES
NEEDS ASSESSMENT
CERTIFICATION & PRESERVICE
INSERVICE
DISSEMINATION
EVALUATION
AD HOC COMMITTEES
SEA
DEPT. HIGHER ED
LEAs
IHEs
COALITION
MRDDS
MHD
DYS
HEAD START
DEAF
BLIND
HEALTH
REHAB.
OTHER

Appendix B-2

DATE____________________

LEA____________________
IHE____________________
CLUSTER__________________
ESC____________________

WORKSHEET FOR INPUT ON THE COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD)

STATE BOARD OF EDUCATION POLICY AND ADMINISTRATIVE PROCEDURES AND SELECTED ELEMENTS FROM REGULATIONS FOR P.L. 94-142, CSPD	COMMENTS/QUESTIONS/SUGGESTIONS

3575 PROGRAM SUPPORT SYSTEM

3575.4 Personnel Development

All agencies of public education shall develop a program of personnel development for all school and related staff involved in the education of handicapped students.

§ 121a.380 Scope of system.

3575.4 *Personnel Development*

(1) ***State-Level Comprehensive System of Personnel Development***

The Texas Education Agency provides a comprehensive system of personnel development which includes:

(A) ***formulation of policies relating to certification or licensure of personnel;***

(B) ***identification of statewide training and inservice education needs;***

§ 121a.382 Inservice training.

- Proposed Inservice Priority Survey

- ESC role in assisting state needs assessment

Appendix B-3

STATE BOARD OF EDUCATION POLICY AND ADMINISTRATIVE PROCEDURES AND SELECTED ELEMENTS FROM REGULATIONS FOR P.L. 94-142, CSPD	COMMENTS/QUESTIONS/SUGGESTIONS
. Annual Program Plan (APP) Personnel Data Tables 2a., 2b., 2c	
. APP--Table 5. Inservice Training Form	
(C) *development of a statewide personnel development plan;*	
§ 121a.381 Personnel development plan.	
. Preservice needs	
. Inservice needs	
. Target populations for inservice	
. Content of inservice	
. Identification of resources	
§ 121a.385 Adoption of educational practices.	

STATE BOARD OF EDUCATION POLICY AND ADMINISTRATIVE PROCEDURES AND SELECTED ELEMENTS FROM REGULATIONS FOR P.L. 94-142, CSPD	COMMENTS/QUESTIONS/SUGGESTIONS
. Delivery modes	
.. State	
.. Cluster	
.. Regional	
. Use of Incentives	
.. Recording of Inservice	
.. Others	
(D) utilization of statewide advisory groups to develop, review, and update plans for personnel development;	
§ 121a.381 Participation of other agencies and institutions.	
. Council for Personnel Preparation for the Handicapped (CPPH)	

STATE BOARD OF EDUCATION POLICY AND ADMINISTRATIVE PROCEDURES AND SELECTED ELEMENTS FROM REGULATIONS FOR P.L. 94-142, CSPD	COMMENTS/QUESTIONS/SUGGESTIONS
.. ESC Involvement with CPPH	
. Participatory planning	
(E) dissemination of information relating to personnel development;	
§ 121a.381 Dissemination.	
. State level Dissemination/Diffusion Network	
. Texas Learning Resource Center (TLRC)	
. Institutions of Higher Education	
(F) provision of technical assistance to education service centers, school districts, and other agencies providing services to handicapped students in developing and implementing personnel development plans; and	
§ 121a.387 Technical assistance to local educational agencies.	
. ESCs	
. LEAs	

STATE BOARD OF EDUCATION POLICY AND ADMINISTRATIVE PROCEDURES AND SELECTED ELEMENTS FROM REGULATIONS FOR P.L. 94-142, CSPD	COMMENTS/QUESTIONS/SUGGESTIONS

. Other agencies

. Institutions of Higher Education

(G) monitoring and evaluation of the system.

§ 121a.386 Evaluation.

. State level management/administration

.. coordination of TEA Department of Special Education training activities

. Monitoring for implementation of CSPD

.. ESCs

.. LEAs

.. Other agencies

.. Institutions of Higher Education

STATE BOARD OF EDUCATION POLICY AND ADMINISTRATIVE PROCEDURES AND SELECTED ELEMENTS FROM REGULATIONS FOR P.L. 94-142, CSPD	COMMENTS/QUESTIONS/SUGGESTIONS
. Reporting of Inservice Training .. procedures *(2) Regional-Level Comprehensive System of Personnel Development* *Each education service center provides a comprehensive system of personnel development which includes:* *(A) identification of regional training and inservice education needs;* . Special training needs for ESC personnel . Cluster training needs *(B) development of regional personnel development plans;* . Cluster personnel development plans . Recording of Inservice	

STATE BOARD OF EDUCATION POLICY AND ADMINISTRATIVE PROCEDURES AND SELECTED ELEMENTS FROM REGULATIONS FOR P.L. 94-142, CSPD	COMMENTS/QUESTIONS/SUGGESTIONS
(C) utilization of regional advisory groups to develop, review, and update plans for personnel development;	
. Plans and alternatives for participatory planning	
. Composition of advisory groups	
. The "ESC--IHE Connection": Strategies for Improving Cooperation	
. Other agencies	
. Funding of advisory group meetings	
(D) dissemination of information relating to personnel development;	
. SEIMC	

STATE BOARD OF EDUCATION POLICY AND ADMINISTRATIVE PROCEDURES AND SELECTED ELEMENTS FROM REGULATIONS FOR P.L. 94-142, CSPD	COMMENTS/QUESTIONS/SUGGESTIONS

. SERS

(E) provision of technical assistance to school districts in developing and implementing personnel development plans; and

From the Texas State Planning Design for the Education of Exceptional Children

CHILD CENTERED EDUCATIONAL PROCESS	PROGRAM SUPPORT SYSTEM Personnel Development D
I. CHILD IDENTIFICATION	
II. INDIVIDUAL ASSESSMENT	
III. IEP DEVELOPMENT	
IV. INDIVIDUALIZED INSTRUCTION	
V. RELATED SERVICES	
VI. IEP REVIEW	

STATE BOARD OF EDUCATION POLICY AND ADMINISTRATIVE PROCEDURES AND SELECTED ELEMENTS FROM REGULATIONS FOR P.L. 94-142, CSPD	COMMENTS/QUESTIONS/SUGGESTIONS
(F) monitoring and evaluation of the system. . Management/coordination . Evaluation . Reporting inservice training to TEA . "Quality Control" for ESC conducted training	

Appendix B-4

Publications of the Cooperative Manpower Planning Project

The University of Missouri-Columbia Project on Cooperative Manpower Planning in Special Education has published seven documents relative to Cooperative Manpower Planning. These documents have been Nationally disseminated and are listed below:

Schofer, Richard C. and McGough, Robert L. Cooperative Manpower Planning in Special Education: First Missouri Symposium, May, 1976, University of Missouri-Columbia, May, 1976.

This publication is a proceedings document describing the activities of the first symposium on manpower planning in special education at the University of Missouri-Columbia. Projects of various states are described; the past, present and future of Cooperative Manpower Planning are discussed; and a comprehensive research and literature review is included.

McGough, Robert L. and Schofer, Richard C. Cooperative Manpower Planning: Annotated Bibliography, University of Missouri-Columbia, October, 1976.

This annotated bibliography is designed for the use of administrators, researchers, state personnel, and national planners who need access to special documents relating to Cooperative Manpower Planning for Special Education. The items are divided into specialized sections, facilitating its use.

Schofer, Richard C. and McGough, Robert L. Statewide Cooperative Manpower Planning in Special Education: A Status Study, Department of Special Education, University of Missouri-Columbia, November, 1976.

The results of a nationwide status study on the progress and direction of manpower planning efforts in special education are documented in this publication. It investigates how, and to what extent, the various states were responding to the "BEH Directive" for manpower planning in special education. A comprehensive research and literature review is included.

Schofer, Richard C. and McGough, Robert L. Manpower Planning for Special Education: Planning Model and Alternatives, Department of Special Education, University of Missouri-Columbia, August, 1977.

The intention of this document is to serve as a general process document for states that are in the midst of developing their manpower planning committees. Along with a possible model for the development of the committees are included various listings of alternatives and descriptions of useful program components.

Schofer, Richard C. and Duncan, Janice R. *Statewide Cooperative Manpower Planning in Special Education: A Second Status Study*, Department of Special Education, University of Missouri-Columbia, October, 1978.

The purpose of this second study was to determine the status of manpower planning in special education in all the states. An emphasis was placed on the National reaction and compliance to the Personnel Development Sections of Public Law 94-142.

Schofer, Richard C. and Duncan, Janice R. *Comprehensive System of Personnel Development: A Writer's Handbook*, Department of Special Education, University of Missouri-Columbia, May, 1979.

The purpose of this handbook is to serve as a resource to state education agencies in the development, review, updating, and implementation of the CSPD section of their State Plan. In particular, this handbook is intended to assist those individuals in each of the State Education Agencies who have primary responsibility for writing up the CSPD.

Schofer, Richard C. and Chalfant, James C. *The Missouri Symposium on Doctoral Programming in Special Education: Considerations for the 1980*, Department of Special Education, University of Missouri-Columbia, December, 1979.

This document is intended to present critical issues with respect to doctoral programs in special education, share ideas and concepts about the state-of-the-art, and present recommendations and alternatives which might be considered in improving the quality of doctoral training.

Appendix B-5

Dr. Jasper Harvey's "Dear Colleague" Letter

The following paragraph is taken from a letter written by Jasper Harvey, Director, Division of Personnel Preparation, Bureau of Education for the Handicapped, regarding new grant applications included in Applications for Grants Under Handicapped Personnel Preparation Program, October, 1978:

> The Division of Personnel Preparation has joint responsibility with the Division of Assistance to States in the implementation of the COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD) as outlined in the Public Law 94-142 regulations, Section 121a.380 through 121a.387 as set forth on pages 42492-93 of the Federal Register, August 23, 1977, Vol. 42, No. 163. It cannot be stressed too strongly that each State's applicants must attend to the implementation of the system. It is your responsibility as an applicant to be fully aware of the language of your State's CSPD as submitted to the Bureau in the Annual Program Plan (APP) required for your State's participation in funds provided through Public Law 94-142. Applications should reflect your State's or Region's needs as set forth in the APP (page 9).

Appendix B-6

KENTUCKY

SELECTION OF COMMITTEE MEMBERS

The degree of expertise and interest possessed by each member, professional or consumer, is an influencing factor in selection to serve on the Committee for the Comprehensive System of Personnel Development. Knowledge and/or a general understanding of the field of education for the handicapped, and interest and committment to personnel development are valuable resources. Guidelines for selection of membership on the Committee for the Comprehensive System of Personnel Development include the following:

I. For all members:

   1. Interest in the preparation of personnel to provide educational and/or support services to handicapped children:
   2. Willingness/ability to devote time to committee activities;
   3. Recognized leadership;
   4. Experience/expertise in the areas under consideration;
   5. Willingness to express ideas; and
   6. Willingness to identify and represent views of the group he/she is to represent.

II. For members of representative groups:

   A. Parents of handicapped youth, handicapped individuals, advocacy groups:

      1. Familiarity with problems in obtaining needed educational and related services;
      2. Awareness of specific problems often encountered by handicapped children in the schools; and
      3. Awareness of appropriate educational goals and objectives for handicapped children.

   B. Teachers, personnel from comprehensive care centers, Department for Human Resources residential facilities, and private organizations with educational programs for exceptional children:

      1. Awareness of information, skills, and resources needed by personnel involved in providing educational and support services to handicapped children; and
      2. Awareness of local resources which may be used to help implement the inservice training system.

C. College and university personnel, staff development personnel from Department for Human Resources facilities, and private organizations:

1. Awareness of advantages and disadvantages of various inservice training models;
2. Awareness of regional, state, and national resources which could facilitate inservice training of local school district personnel;
3. Awareness of innovative and effective instructional methods and materials appropriate for exceptional children.

Appendix B-7
VERMONT

I. PARTICIPATORY PLANNING EHA-B LEAP # _______ - 81

A. Who participated directly in the development of this inservice plan?

Personnel Group	Number
Regular Class Teachers	
Special Educators	
Administrators	
Support Personnel	
Parents	
Paraprofessionals	
Board Members	

"Development" is defined as providing direct input or reviewing proposed plans.

B. What is the nature of the planning process?

_____ Planning Team

_____ Committee

_____ Task Force

_____ Special Meeting

_____ ______________________________

C. How frequently does this group meet?

_____ Once Annually

_____ Monthly

_____ Quarterly

_____ When Necessary

_____ ______________________________

D. Is all inservice training (General Education as well as Special Education) planned -

by the same people? _____ yes _____ no

in the same manner? _____ yes _____ no

E. Additional Information (Optional):

Appendix C-1
Personnel Needs Summary

DRAFT 08/78

SPECIAL EDUCATION STAFF AND TRAINING NEEDS IN MASSACHUSETTS 766

INSTRUCTIONS

1. The information in this table will be used in responding to federal reporting requirements and in refining the Massachusetts Comprehensive System for Personnel Development required under P.L. 94-142.

2. All information marked "CURRENT" should be as of October 1, 1978.

3. DEFINITIONS

   NUMBER CURRENTLY EMPLOYED: Number of employees in each category currently on the payroll of this school.

   NUMBER OF ATTRITIONS 1977-78: Number of positions which were vacated between September 1, 1977 and August 31, 1978 due to retirements, resignations, promotions, and reductions in force.

   NUMBER OF CURRENT VACANCIES: Number of available positions for which no one has been formally hired.

   NET CHANGE IN POSITIONS ANTICIPATED 1979-80: Estimated number of positions which will be added or eliminated in this school for the school year 1979-80. Please note direction of change, i.e., + or -.

   IN-SERVICE TRAINING NEEDS:

   LONG TERM - Number of currently employed staff (full and part-time) who would like to enroll in a field-based in-service training program leading to a new degree or credential (Approval /Certification).

   SHORT TERM - Number of currently employed staff (full and part-time) who would like to participate in courses or workshops (not part of an approved training program).

   NOTE: Enter the actual numbers of full-time and part-time employees in each category, not the full-time equivalent.

4. If you have experienced difficulty in finding qualified applicants for one or more positions, please place an "X" in the appropriate section(s) of the last column.

5. Questions and comments on this table should be addressed to:

Cynthia Gilles, Director
Special Education Manpower Project
Division of Special Education
617/727-5770

		Number of Qualified Personnel Available					Number of New Personnel Needed					Number of Personnel Requiring Retraining				
		General Education		Special Education			General Education		Special Education			General Education		Special Education		
		instructional	supportive	instructional	related	supportive	instructional	supportive	instructional	related	supportive	instructional	supportive	instructional	related	supportive
Total Unduplicated Count																
CONTENT AREAS																
Total Number of Training Opportunities Needed																

Appendix C-1

PUBLIC LAW 94-142 SURVEY

Survey #3

SPECIAL EDUCATION MANPOWER INFORMATION: SUPERINTENDENT SURVEY

James Madison University

The purpose of this questionnaire is to collect information which relates to manpower needs in special education. Information is sought that will help to determine manpower trends in special education and to determine the potential supply of special education teachers in the present and future. Additionally, your perception of "new" types of professional persons you feel are necessary in special education is sought.

If you have questions about items on the questionnaire, please contact Dr. Julius B. Roberson at 703-433-6572.

Name of person completing questionnaire ______________________

Title ______________________

School Division ______________________

A. Please estimate how many special education teachers in each of the following endorsement areas are currently employed (1979-80 school year) in your school district in each of the specified employment areas.

CURRENT SPECIAL EDUCATION PERSONNEL EMPLOYED

	LOCATION OF TEACHING STATIONS					
Endorsement Areas	Resource Room	Special Class	Itinerant Teacher	Homebound Teacher	Other Locations	TOTAL
Mental Retardation						
Learning Disabilities						
Emotional Disturbance						
Hearing Disorders						
Visually Handicapped						
Speech Disorders						
Crippling Conditions						
Preschool Handicapped						
Other Special Education Endorsement Areas (please name below)						

B. Please estimate how many special education teachers in each of the following endorsement areas were employed by your school district three years ago (1976-77 school year) in each of the specified employment areas:

SPECIAL EDUCATION PERSONNEL--1976-77

		LOCATION OF TEACHING STATIONS				
Endorsement Areas	Resource Room	Special Class	Itinerant Teacher	Homebound Teacher	Other Locations	TOTAL
Mental Retardation						
Learning Disabilities						
Emotional Disturbance						
Hearing Disorders						
Visually Handicapped						
Speech Disorders						
Crippling Conditions						
Preschool Handicapped						
Other Special Education Endorsement Areas (please name below)						

C. Please estimate how many additional special education teachers (do not count those now employed) in each of the following endorsement areas will be employed by your school district three years from now (1982-83 school year) in each of the specified employment areas:

SPECIAL EDUCATION PERSONNEL--1982-83

	LOCATION OF TEACHING STATIONS					
Endorsement Areas	Resource Room	Special Class	Itinerant Teacher	Homebound Teacher	Other Locations	TOTAL
Mental Retardation						
Learning Disabilities						
Emotional Disturbance						
Hearing Disorders						
Visually Handicapped						
Speech Disorders						
Crippling Conditions						
Preschool Handicapped						
Other Special Education Endorsement Areas (please name below)						

D. In order to better meet the needs of handicapped children and/or regular classroom teachers with handicapped children in their classes, do you feel that, in the future, a "new" type of professional person is necessary?

___Yes ___No

If yes, please briefly describe the type of professional you perceive as being necessary:

Return date: January 18, 1980

MASSACHUSETTS
Special Education Staff Needs

PRIVATE SCHOOL REPORT
October 1, 1978

Appendix C-2

	DESCRIPTION OF POSITION		NUMBER CURRENTLY EMPLOYED Oct. 1, 1978		NUMBER OF ATTRITIONS 1977-78		NUMBER OF CURRENT VACANCIES Oct. 1, 1978		NET CHANGE IN POSITIONS ANTICIPATED 1979-80 Note + or-		INSERVICE TRAINING NEEDS Number of Personnel		CHECK HERE IF THIS POSITION IS DIFFICULT TO FILL
			FULL TIME	PART TIME	FULL TIME	PART TIME	FULL TIME	PART TIME	FULL TIME	PART TIME	LONG TERM	SHORT TERM	
1	ADMINISTRATORS OF SP. EDUC.												
2	TEACHERS OF SPECIAL NEEDS STUDENTS	GENERIC											
3		MODERATE SPECIAL NEEDS											
4		SEVERE SPECIAL NEEDS											
5		VISION HANDICAP											
6		AUDITION HANDICAP											
7	AUDIOLOGIST												
8	BILINGUAL SP. ED. TEACHER												
9	EARLY CHILDHOOD SP. ED. TEACHER												
10	SP. & LANGUAGE TEACHER/THERAPIST												
11	RECREATION THERAPIST												
12	OCCUPATIONAL THERAPIST												
13	ADAPTED PHY. ED. TEACHER												
14	PHYSICAL THERAPIST												
15	REHABILITATION COUNSELOR												
16	VOC./SP. EDUCATION TEACHER												
17	SOCIAL WORKER												
18	NURSE												
19	PSYCHOLOGIST												
20	TEACHER AIDE												
21	OTHER PARAPROFESSIONALS												
22	PHYSICIAN												
23	PSYCHIATRIST												
24	ALL OTHER SPECIAL ED. STAFF												
	TOTAL												

Name of School______________________________
Person Preparing this Table______________________ Telephone______________________

PROJECT TIME

Needs Assessment: Bicultural/Bilingual Mainstream

This needs assessment consists of three rating scales. The first two ratings are used to determine the value of certain teaching competencies. The third rating is confidential. No one but the project codirector and director will view the third rating. To ensure confidentiality, please use the last four numbers of your social security or your telephone number in the upper right hand corner.

Please rate the following competencies:

	Value of the competency for the regular classroom teacher. very valuable / not very valuable	Competency that you would like training in. very much / not really	Rank your current skill level. highly skilled / not very skilled	I.D. ________
1. Plan and maintain a system to utilize the assistance of successful teachers of bicultural/bilingual mainstream (MS) students.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
2. Knowledge of Public Law 94-142	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
3. Write or participate in the writing of an IEP.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
4. Explain and demonstrate knowledge of due process safeguards as they relate to mainstreamed students, their parents and teachers.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
5. Gather information to determine the educational needs of the mainstreamed child.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
6. Evaluate the mainstreamed student's present level of functioning.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	

Appendix C-3
ARIZONA

	Value of the competency for the regular classroom teacher.	Competency that you would like training in.	Rank your current skill level.	I. ______
	very valuable … not very valuable	very much … not really	highly skilled … not very skilled	
7. Identification of ready made materials for use with bicultural/bilingual MS child.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
8. Identification and implementation of activities that motivate and assist bicultural/bilingual children feel successful.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
9. Knowledge of cultural background of bicultural/bilingual MS child.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
10. Demonstrate knowledge and ability to use simple phrase and commands in dominant language of bicultural/bilingual MS child.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
11. Design and implement interventions for dealing with racial/cultural upsets in class or on the playground.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
12. Design and implement interventions for individuals or groups that help children integrate with each other in school and play situations.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
13. Identify and/or generate techniques for making the bicultural/bilingual MS accountable for completing academic work.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
14. Evaluate the bicultural/bilingual MS student's present level of functioning in school work.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
15. Explain and describe knowledge of the referral process for bicultural/bilingual MS student.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	

	Value of the competency for the regular classroom teacher. very valuable not very valuable	Competency that you would like training in. very much not really	Rank your current skill level. highly skilled not very skilled	I. ______
16. Develop a feedback system regarding the progress of a bicultural/bilingual MS child that will furnish continuous data between the special education teacher, ESL teacher and the regular teacher.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
17. Communicate effectively with the parents of a bicultural/bilingual MS child.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
18. Involve the parents of a bicultural/bilingual MS child in setting goals for their child.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
19. Knowledge of the legal responsibilities of a teacher of a bicultural/bilingual MS child.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
20. Identify respected bicultural/bilingual speakers, groups and activities.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
21. Plan and maintain a system to utilize the assistance of volunteers (other students, parents, etc.) to reinforce and/or supplement classroom activities for the bicultural/bilingual MS child.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
22. Identify scheduling models, i.e., how to schedule classroom work to accommodate a wide skill range.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
23. Develop and implement a system that enables bicultural/bilingual MS to function in a large group setting.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
24. Design a cross-grade grouping model for bicultural/bilingual MS children	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	

	Value of competency for the regular classroom teacher.	Competency that you would like training in.	Rank your current skill level.	I.D. ______
25. Identify ways to use home language to provide for transfer to English.	very valuable 1 2 3 4 5 not very valuable	very much 1 2 3 4 5 not really	highly skilled 1 2 3 4 5 not very skilled	

Appendix C-3

Nevada

OPINION SURVEY FOR SPECIAL EDUCATION INSERVICE TRAINING

The Division of Special Education, Nevada Department of Education, sponsors many inservice training activities for educators. Your assistance in completing this survey is requested so that we might better plan for these training sessions.

Your position with the school district is:
( ) special education teacher; ( ) resource room teacher; ( ) building administrator; ( ) district administrator; ( ) special education coordinator; ( ) speech teacher; ( ) other ____________________

Area(s) of exceptionality ____________________

____

Directions

Rate each subject area according to your interest in or need for training. A score of one (1) means little need or interest. A score of five (5) indicates great interest or critical need.

	INSERVICE TRAINING TOPICS	Need Scale little great
1.	Organizing the classroom	1 2 3 4 5
2.	Individualizing instruction	1 2 3 4 5
3.	Understanding the legal responsibility of teachers	1 2 3 4 5
4.	Understanding the document entitled *Standards for the Administration of Special Education Programs*	1 2 3 4 5
5.	Incorporating career education into curriculum activities	1 2 3 4 5
6.	Disseminating career education information	1 2 3 4 5
7.	Using school and community resources	1 2 3 4 5
8.	Teaching culturally different students	1 2 3 4 5
9.	Designing units of instruction	1 2 3 4 5
10.	Understanding educational research	1 2 3 4 5
11.	Assisting with the development of programs to help exceptional students gain acceptance in the regular classroom	1 2 3 4 5
12.	Assessing special students' instructional level and learning needs	1 2 3 4 5
13.	Designing alternate teaching strategies for students with learning problems	1 2 3 4 5
14.	Designing Individualized Education Programs (IEPs)	1 2 3 4 5

	INSERVICE TRAINING TOPICS	Need Scale little great
15.	Implementing individualized teaching strategies with help of resource personnel	1 2 3 4 5
16.	Applying behavior management techniques that enhance positive interaction and facilitate learning for exceptional children	1 2 3 4 5
17.	Understanding the multidisciplinary approach to assessment and programming	1 2 3 4 5
18.	Working effectively with the multidisciplinary assessment team	1 2 3 4 5
19.	Evaluating student progress and using data to revise programs	1 2 3 4 5
20.	Using appropriate questioning techniques	1 2 3 4 5
21.	Responding to "coping" behavior of students	1 2 3 4 5
22.	Designing and using teacher-made tests	1 2 3 4 5
23.	Developing and using instructional media (use of audiovisual aids)	1 2 3 4 5
24.	Identifying goals and objectives appropriate to student needs	1 2 3 4 5
25.	Planning to meet long-term and short-term goals	1 2 3 4 5
26.	Planning activities and experiences logically (sequencing and task analysis)	1 2 3 4 5
27.	Utilizing precision teaching and/or systematic instructional techniques	1 2 3 4 5
28.	Building self-awareness and self-concept in students	1 2 3 4 5
29.	Enlisting parent/home support in meeting educational and social goals for students	1 2 3 4 5
30.	Organizing home study packets for vacation time and homebound students	1 2 3 4 5

COMMENTS: Please list other topics you believe should be addressed.

- -

A. Please indicate the average amount of time you are involved in developing an IEP: ____15-30 min.; ____30-45 min.; ____45-60 min.; ____60-75 min.; more__________

B. Have you recently attended any inservice workshops in special education sponsored by the Nevada Department of Education? ____yes; ____no. If yes, was the training beneficial to you and the operation of your program? ____yes; ____no

Appendix C-3

THE UNIVERSITY OF THE STATE OF NEW YORK
NEW YORK STATE EDUCATION DEPARTMENT
OFFICE FOR EDUCATION OF CHILDREN WITH HANDICAPPING CONDITIONS
REGIONAL RESOURCE CENTER

School or Agency ______________________________ BOCES Area ______________________

Years of Teaching Experience (including this year) ________ Name (Optional) ______________________

Present Position Title: ______________________________

PART I

This school year I interacted with the following number of children in each of the following categories (i.e. Handicapping Conditions and Chronological Age). Please place specific number in appropriate box(es):

CHRONOLOGICAL AGE ________ 0-2 ________ 3-5 ________ 6-8 ________ 9-12 ________ 13-18 ________ 19+

HANDICAPPING CONDITIONS

________ Severely Crippled
________ Physically Handicapped
________ Severely Emotionally Disturbed
________ Emotionally Disturbed
________ Trainable Mentally Retarded

________ Educable Mentally Retarded
________ Severely Speech Impaired
________ Other Speech Impaired
________ Deaf
________ Hearing Impaired

________ Blind
________ Multiply Handicapped
________ Learning Disabled
________ Deaf/Blind
________ Other ______________________
____

PART II

Directions: The Bureau for Education of the Handicapped U.S. Office of Education, defines the Individualized Education Program process as including the following six steps. Number these steps in priority order (1 through 6 to indicate the areas in which you would like training.

________ Appraisal
Assessment of the child to determine most appropriate program.

________ Development of the Educational Program
Establishment of annual goals, instructional objectives, and specification of services.

________ Placement
Make recommendations for placement and protect educational rights of parents and children.

________ Implementation of the Educational Program
Selection of materials, methods and auxiliary services related in accomplishing instructional objectives.

________ Evaluation of Child Performance
Determine child's progress in relation to instructional objectives, appropriateness of materials, methods and auxiliary services, and appropriateness of child's placement.

________ Review of the IEP process
Determine appropriateness of individual IEP's and evaluate the IEP process.

Directions: listed below are areas related to the provision of instruction for handicapped learners. First, indicat the importance of each by circling 1 if the area is very important, 2 if the area is important, 3 if the area is moderately important, and 4 if the area is low in importance. Circle 5 if you have no opinion. Second, indicate you knowledge in each area by circling 1 if your knowledge is very high, 3 if your knowledge is minimal, and 4 if you have no knowledge of the item. Circle 5 if you have no opinion.

			HIGH			LOW	NO OPINIO
APPRAISAL	1. Ability to differentiate between behavioral assessment and cognitive assessment.	Importance	1	2	3	4	5
		My knowledge	1	2	3	4	5
	2. Select appropriate assessment instruments.	Importance	1	2	3	4	5
		My knowledge	1	2	3	4	5
	3. Have skill in assessing cognitive abilities.	Importance	1	2	3	4	5
		My knowledge	1	2	3	4	5
	4. Have skill in assessing behavioral abilities.	Importance	1	2	3	4	5
		My knowledge	1	2	3	4	5
	5. Interpret the results of criterion referenced test data.	Importance	1	2	3	4	5
		My knowledge	1	2	3	4	5
	6. Interpret the results of norm referenced test data.	Importance	1	2	3	4	5
		My knowledge	1	2	3	4	5
	7. Use test results to determine learning style and operational style.	Importance	1	2	3	4	5
		My knowledge	1	2	3	4	5
DEVELOPMENT	8. Use assessment results to develop educational prescriptions.	Importance	1	2	3	4	5
		My knowledge	1	2	3	4	5
	9. Determine priority areas of instruction.	Importance	1	2	3	4	5
		My knowledge	1	2	3	4	5
	10. Develop program goals.	Importance	1	2	3	4	5
		My knowledge	1	2	3	4	5
	11. Relate program goals to instructional objectives.	Importance	1	2	3	4	5
		My knowledge	1	2	3	4	5
	12. Develop instructional objectives.	Importance	1	2	3	4	5
		My knowledge	1	2	3	4	5
	13. Determine appropriate sequence of instruction.	Importance	1	2	3	4	5
		My knowledge	1	2	3	4	5
PLACEMENT	14. Have skill in conferencing with parents to develop the IEP.	Importance	1	2	3	4	5
		My knowledge	1	2	3	4	5
	15. Know how to locate and gain access to available placement services in the community.	Importance	1	2	3	4	5
		My knowledge	1	2	3	4	5
	16. Have knowledge of local special education programs.	Importance	1	2	3	4	5
		My knowledge	1	2	3	4	5
	17. Understand eligibility requirements for special education programs.	Importance	1	2	3	4	5
		My knowledge	1	2	3	4	5
	18. Have knowledge of types of suitable placement alternatives.	Importance	1	2	3	4	5
		My knowledge	1	2	3	4	5
	19. Able to match appraisal information, recommend educational program and appropriate placement.	Importance	1	2	3	4	5
		My knowledge	1	2	3	4	5
	20. Have skill in conferencing with parents about appropriate placement and follow up.	Importance	1	2	3	4	5
		My knowledge	1	2	3	4	5
	21. Analyze and evaluate education programs and other services in specific placements.	Importance	1	2	3	4	5
		My knowledge	1	2	3	4	5
	22. Have knowledge of referral process for change in program placement.	Importance	1	2	3	4	5
		My knowledge	1	2	3	4	5
	23. Have knowledge of due process procedures.	Importance	1	2	3	4	5
		My knowledge	1	2	3	4	5

				HIGH			LOW	NO OPINION
IMPLEMENTATION	24.	Match instructional activities to instructional objectives.	Importance	1	2	3	4	5
			My knowledge	1	2	3	4	5
	25.	Match instructional materials to instructional objectives.	Importance	1	2	3	4	5
			My knowledge	1	2	3	4	5
	26.	Apply principles of learning to instruction.	Importance	1	2	3	4	5
			My knowledge	1	2	3	4	5
	27.	Have knowledge of task analysis.	Importance	1	2	3	4	5
			My knowledge	1	2	3	4	5
	28.	Use alternative instructional materials.	Importance	1	2	3	4	5
			My knowledge	1	2	3	4	5
	29.	Construct appropriate instructional materials.	Importance	1	2	3	4	5
			My knowledge	1	2	3	4	5
	30.	Apply techniques of behavior management.	Importance	1	2	3	4	5
			My knowledge	1	2	3	4	5
	31.	Establish record keeping/management system.	Importance	1	2	3	4	5
			My knowledge	1	2	3	4	5
	32.	Alter learning environment to accomodate student differences.	Importance	1	2	3	4	5
			My knowledge	1	2	3	4	5
	33.	Work with parents and other support personnel involved in educating handicapped children.	Importance	1	2	3	4	5
			My knowledge	1	2	3	4	5
EVALUATION	34.	Help handicapped students develop positive attitudes toward themselves.	Importance	1	2	3	4	5
			My knowledge	1	2	3	4	5
	35.	Understand ongoing assessment of student performance.	Importance	1	2	3	4	5
			My knowledge	1	2	3	4	5
	36.	Develop reports of student progress.	Importance	1	2	3	4	5
			My knowledge	1	2	3	4	5
	37.	Revise program based on student progress.	Importance	1	2	3	4	5
			My knowledge	1	2	3	4	5
	38.	Make recommendation to C.O.H. for future program placement.	Importance	1	2	3	4	5
			My knowledge	1	2	3	4	5
REVIEW	39.	Recognize a complete and appropriate IEP.	Importance	1	2	3	4	5
			My knowledge	1	2	3	4	5
	40.	Determine the appropriateness of the IEP for each pupil.	Importance	1	2	3	4	5
			My knowledge	1	2	3	4	5
	41.	Develop intervention strategies for improving inadequate IEP's when identified.	Importance	1	2	3	4	5
			My knowledge	1	2	3	4	5
	42.	Know characteristics of an optional system-wide IEP Process.	Importance	1	2	3	4	5
			My knowledge	1	2	3	4	5
	43.	Evaluate effectiveness of the IEP process (includes all of the preceding steps).	Importance	1	2	3	4	5
			My knowledge	1	2	3	4	5
	44.	Develop intervention strategies for improving existing system-wide IEP Processes.	Importance	1	2	3	4	5
			My knowledge	1	2	3	4	5

Bureau of Program Development
Office for Education of Children
with Handicapping Conditions
New York State Education Dept.
55 Elk Street - Room 117
Albany, New York 12234

III (Fold and staple before returning).

PART IV
Indicate in space below training you would like to receive that has not yet been assessed on this form.

PART V
Indicate in space below specific information you would like to receive that has not yet been assessed on this form.

Appendix C-3

COMPREHENSIVE OKLAHOMA MANPOWER PLANNING
FOR EXCEPTIONAL LEARNERS
(COMPEL)
Staff Development Task Force
Survey of In-service Training Needs
of Public School Personnel

School District Name: ______________________________

School District Size (ADA):

___ 0 - 249
___ 250 - 999
___ 1,000 and over

Please complete this survey form and return in the enclosed envelope within one week of date of receipt.

1. Check the area(s) in which you feel a need for in-service training:

___ Section 504: Architectural Barrier Removal and Program Accessibility
___ P.L. 94-142 (Education of Handicapped Act)
___ Individualized Education Programs
___ Due Process Procedures
___ Assessing Student Needs
___ Classroom Management
___ Teaching Techniques for Severely and Profoundly Retarded
___ Curriculum Modification and/or Adjustment for Handicapped Learners
___ Selection, Modification and Evaluation of Instructional Materials for use with Handicapped Students
___ Use of Anecdotal Records and Observations of Student Behavior
___ Teaching Techniques for Handicapped Students (by category of handicap)
___ Evaluation Techniques for Individual Student Learner/Group Programs
___ Development of Effective Communication Skills Between Special Teacher/Regular Teacher/Administrators/Supervisors/Support Personnel/Board Members/Parents/Students
___ Vocational/Technical Opportunities for the Handicapped
___ Procedures for Establishing Sheltered Workshops for Handicapped Persons
___ How to Choose Curriculum Materials for Particular Styles of Individual Learning
___ Techniques of Teaching Secondary Handicapped Students
___ Confidentiality of Student Records
___ Techniques for Working with Paraprofessionals
___ Other ______________________________

2. When/How would you prefer in-service training be offered?

___ During School hours
___ Summer courses
___ On weekends
___ Week nights
___ Professional Improvement Meetings
___ Summer Conference
___ Other ______________________________

3. Would you prefer in-service training to be offered for College credit?

___ Yes
___ No

4. Please check the position that most nearly describes your position:

___ Superintendent or Director
___ Principal or Assistant Director
___ Counselor
___ Psychometrist
___ Learning Lab
___ Vocational Teacher
___ Regular Secondary Classroom Teacher
___ Special Education Classroom Teacher (Secondary)
___ Regular Elementary Classroom Teacher
___ Special Education Classroom Teacher (Elementary)

Appendix C-3

______________________ County-District Name

______________________ County-District Number

TEXAS EDUCATION AGENCY
Department of Special Education

Inservice Priority Survey

Authority for Data Collection: Comprehensive System of Personnel Development, Public Law 94-142 §1219380-386

Planned Use of Data: Planning inservice training activities during 1978-79.

PART I: INSERVICE NEED CATEGORY

Instructions: Respond to each item below in the following manner:

First, indicate the number which best represents *your* perception of your own level of need with respect to the skills or competencies listed. The term "need" means your own perception of a discrepancy between the level of competence you believe you should have and the level of competency which you actually have. A "high need" indicates a large discrepancy, and thus a critical urgency to improve competencies in this area; a "low need" represents a minor discrepancy. For some of the areas listed, it may be that you perceive no discrepancy or need of this type. Use the following code in indicating your responses: 0 = No Need; 1 = Very Low Need; 2 = Low Need; 3 = Medium Need; 4 = High Need; and 5 = Very High Need.

Secondly, mark the item (or items) under each lettered category that you believe is an immediate "highest priority" target or objective for training, regardless of your overall rating of the category.

NO NEED — VERY HIGH NEED

1. Assessment/Diagnostic Procedures

A. Instrument Development 0 1 2 3 4 5

___1. Developing basic skills assessment procedures
___2. Developing informal instruments
___3. Developing criterion-referenced instruments
___4. Developing procedures for nondiscriminatory testing
___5. Developing system for monitoring effectiveness of individualized programs (i.e., pupil progress)
___6. Other (specify): ______________________

B. Instrument Utilization. 0 1 2 3 4 5

___1. Using basic skills assessment procedures
___2. Using informal instruments
___3. Using criterion-referenced instruments
___4. Using nondiscriminatory testing procedures
___5. Using system for monitoring effectiveness of individualized programs (i.e., pupil progress)
___6. Other (specify): ______________________

2. Individual Educational Plan (IEP)

A. IEP Preparation 0 1 2 3 4 5

___1. Utilizing assessment information
___2. Establishing annual goals
___3. Writing short-term objectives
___4. Other (specify): ______________________

B. Admission, Review, and Dismissal (ARD) Process. 0 1 2 3 4 5

___1. Conducting a staffing (meeting)
___2. Making placement decisions
___3. Arranging for multi-agency collaboration
___4. Other (specify): ______________________

C. IEP Implementation. 0 1 2 3 4 5

___1. Implementing IEPs
___2. Writing instructional plans based on IEPs
___3. Monitoring IEPs
___4. Other (specify): ______________________

PLEASE RETURN BY OCTOBER 15, 1978, TO:
Texas Education Agency
Special Education Developmental Services
E. Hayes Prothro
201 East Eleventh Street
Austin, TX 78701

-Over-

NO NEED — VERY HIGH NEED

3. Instructional Programming

A. Defining Personnel Roles. 0 1 2 3 4 5

___1. Role of classroom teacher
___2. Role of resource teacher
___3. Role of supportive personnel
___4. Other (specify): ______________________________

B. Organizing Resources. 0 1 2 3 4 5

___1. Translating IEP into instructional activities
___2. Selecting appropriate curriculum and materials
___3. Developing/adapting curriculum and materials
___4. Working in multidisciplinary teams
___5. Obtaining information on availability of resources
  ___a. Secondary programs
  ___b. Elementary programs
  ___c. Early childhood programs
  ___d. Pre-vocational programs
  ___e. Career/vocational programs
___6. Other (specify): ______________________________

C. Individualizing Instruction 0 1 2 3 4 5

___1. Analyzing learning tasks
___2. Techniques in such areas of individualized instruction as:
  ___a. Developing learner involvement
  ___b. Differentiation of assignment
  ___c. Pacing
  ___d. Varied staffing patterns
  ___e. Teaching strategies
  ___f. Using materials
  ___g. Developing materials
  ___h. Developing learner objectives
  ___i. Reporting pupil progress
___3. Other (specify): ______________________________

D. Classroom Management Skills 0 1 2 3 4 5

Developing classroom organizational skills of school personnel

___1. Managing the self-contained classroom
___2. Managing the teamed classroom
___3. Classroom management using a resource teacher

E. Parent Training Procedures. 0 1 2 3 4 5

___1. Understanding legal rights
___2. Involving parents in educational programs
___3. Other (specify): ______________________________

F. Regulations 0 1 2 3 4 5

___1. Implications/interpretations of the Education for All Handicapped Children Act (Public Law 94-142)
___2. Overview of state and federal laws, regulations, and guidelines relating to general and special education
___3. Due process responsibility of special and regular education
___4. Testing procedures
___5. Knowledge of agencies mandated to assist in meeting needs of handicapped children
___6. Other (specify): ______________________________

PART II: RESPONSIBILITY FOR THE COORDINATION OF INSERVICE PLANNING AND DELIVERY

Instructions: Which should be primarily responsible for coordinating the planning and delivery of inservice training in each of the categories indicated below? Mark the appropriate column.

LEA = local education agency
ESC = education service center
TEA = Texas Education Agency
IHE = institution of higher education

	1	2	3	4	1	2	3	4
	PLANNING				DELIVERY			
	LEA	ESC	TEA	IHE	LEA	ESC	TEA	IHE
A. Assessment/Diagnostic Procedures								
1. Instrument Development								
2. Instrument Utilization								
B. Individual Educational Plan (IEP)								
1. IEP Preparation								
2. IEP Implementation								

	1	2	3	4	1	2	3	4
	PLANNING				DELIVERY			
C. Instructional Programming	LEA	ESC	TEA	IHE	LEA	ESC	TEA	IHE
1. Defining Personnel Roles...............								
2. Organising Resources..................								
3. Individualising Instruction............								
4. Classroom Management Skills............								
5. Parent Training Procedures.............								
D. Other (specify): ____________________								
E. Other (specify): ____________________								

PART III: RESPONDENT INFORMATION

Professional Identification (Mark one) (Note: The term "general education" is used here as a general term for special populations, vocational, or any other category besides special education. Please include the specific area you represent in the appropriate blank.)

___01. Administrative: general education ______________________________
___02. Building Principal: general education ____________________________
___03. Instructional: general education ________________________________
___04. Administrative: special education
___05. Instructional: special education
___06. Related Service: special education
___07. Supervisory: general education __________________________________
___08. Supervisory: special education
___09. Professional Supportive: special education
___10. Paraprofessional: general education ______________________________
___11. Paraprofessional: special education
___12. Parent
___13. College/University (administrative): general education ____________
___14. College/University (instructional): general education _____________
___15. College/University (administrative): special education
___16. College/University (instructional): special education
___17. Nonpublic Administrative
___18. Nonpublic Instructional
___19. Other (specify): ____________________________

Appendix C-3
WISCONSIN

Rough Draft
Revision #3

NEEDS ASSESSMENT

DIVISION OF EXCEPTIONAL EDUCATION AND SUPPORTIVE SERVICES

In order to plan effectively for a coordinated inservice education program involving exceptional and regular education, your input and suggestions are crucial. Please rate each of the inservice objectives below according to your needs for professional growth by circling the appropriate number, according to the following three point scale. Be sure to rate every item. Feel free to add (and rate) an item you feel is not covered.

1 = essential
2 = useful, but not necessary
3 = unnecessary

First and second choices of Broad areas.

A. Communication Skills

Rank Order the Top Three.

_____ 1. Increasing communication and understanding between regular and exceptional education teachers about mainstreaming procedures and issues. 1 2 3

_____ 2. Developing procedures for written communications in monitoring EEN students' progress. 1 2 3

_____ 3. Developing skills in relating to and using administrative and supervisory personnel (principals, supervisors, PPS field counselors, program administrators, etc.) 1 2 3

_____ 4. Using effective listening skills with adults and students. 1 2 3

_____ 5. Developing skills as a consultant/advocate for exceptional education students in the schools. 1 2 3

_____ 6. Increasing self-awareness of how one's actions affect others. 1 2 3

_____ 7. Increasing awareness of the needs of minority/culturally distinct students. 1 2 3

_____ 8. Raising awareness of what it is like to be handicapped (any disability area). 1 2 3

_____ 9. Dispelling myths about handicapped students. 1 2 3

_____10. OTHER (specify) ________________________________ 1 2 3

B. General Policies and Procedures

1. Understanding the process of referral to the multidisciplinary team, assessment by the team, and programming into exceptional education. 1 2 3

2. Becoming familiar with the criteria of exceptional education programs as put forth in legislation. 1 2 3

3. Understanding the role and function of the IEP: exceptional and regular education (development of the document and its use in programming). 1 2 3

4. Increasing knowledge of federal and state legislation mandating services to the handicapped (P.L. 94-142; Chapter 115). 1 2 3

5. OTHER (specify) ________________________________ 1 2 3

C. Curriculum Issues

General

1. Teaching exceptional education students school survival skills, i.e., following directions: "teaching pleasing behaviors". 1 2 3

2. Obtaining knowledge of characteristics of students in various exceptional education programs. 1 2 3

3. Developing curriculum for the non-reader. 1 2 3

4. Adapting materials and teaching techniques to meet a variety of learning styles and on various levels. 1 2 3

5. Individualizing instruction.

6. Team teaching as an aid in mainstreaming.

7. Using task analysis and/or a competency based instructional approach in the classroom. 1 2 3

Elementary Emphasis

8. Adapting regular MPS curriculum for exceptional education students. 1 2 3

9. Understanding and using regular education curriculum scope and sequence of skill acquisition in the classroom. 1 2 3

Secondary Emphasis

10. Adapting secondary curriculum to the exceptional education student needs (all academic areas). 1 2 3

11. Reading instruction for the secondary exceptional education student. 1 2 3

12. Becoming familiar with the overall middle school plan and the role of exceptional education the middle school concept. 1 2 3

13. Developing a vocational education curriculum in the secondary schools (middle and high school). 1 2 3

14. Increasing knowledge and use of existing vocational/career education opportunities for exceptional education students. 1 2 3

15. OTHER (specify) ______________________________ 1 2 3

D. Classroom/Behavior Management

1. Motivating "reluctant" students. 1 2 3

2. Understanding and using the difference between discipline and punishment. 1 2 3

3. Developing alternatives to suspensions in managing behavior. 1 2 3

4. Using basic behavior modification in any classroom. 1 2 3

5. Developing methods for working with aggressive, disruptive students. 1 2 3

6. Identifying and reinforcing appropriate academic and behavioral strengths in exceptional education students in regular and exceptional education classrooms. 1 2 3

7. OTHER (specify) ______________________________ 1 2 3

E. Auxiliary Services

1. Increasing knowledge of role and function of social workers, psychologists, and guidance counselors. 1 2 3

2. Using human relations personnel in the school. 1 2 3

3. OTHER (specify) ______________________________ 1 2 3

F. Parent Concerns

1. Understanding group and family dynamics and how they affect students in the schools. 1 2 3

2. Improving the relationship between the family and the school system. 1 2 3

3. Using both objectivity and empathy in handling parent-student situation. 1 2 3

4. Developing effective written and verbal communication skills in working with parents as part of a student's total programming. 1 2 3

5. OTHER (specify) ______________________________ 1 2 3

G. Specialized Inservice Topics

1. Utilizing basic sign language when working with deaf students. 1 2 3

2. Becoming aware of how deaf children learn language. 1 2 3

3. Developing auditory skills for deaf students. 1 2 3

4. Modifying curriculum strategies and behavior management techniques in the regular classroom for various severity levels of handicapping conditions. 1 2 3

5. Understanding the special needs of bilingual exceptional education students. 1 2 3

6. Developing curriculum, materials and methods for bilingual children in regular and/or exceptional education classes. 1 2 3

7. Integrating autistic children into the school setting. 1 2 3

8. OTHER (specify) ______________________________ 1 2 3

Appendix C-3
WISCONSIN

LEA COMPREHENSIVE TRAINING NEEDS ASSESSMENT

This Needs Assessment is one method the school districts may use to determine areas of need for inservice purposes. These areas of need may then be covered in inservice sessions which are to be outlined on the P.L. 94-142 Flow-through Application, PI-2111, section III. J.

The Needs Assessment should be completed by a representative group of people, in addition to an Advisory Committee, involved with students with exceptional educational needs. A sampling of people who might complete the assessment could be drawn from the types of participants listed below.

After the individual forms have been completed, they may be summarized using one of these Needs Assessment forms and indicating the type of person reporting by using the code letter for the categories listed below. Persons completing this form should check those areas of inservice which are needed now (in the next school year) and/or in the future (sometime after the next school year).

A=Regular Education Teachers & Aides
B=Special Education Teachers & Aides
C=Regular Education Administrators
D=Special Education Administrators
E=Special Education Designees
F=Regular Education Supervisors
G=Instructional Media & AV Staff
H=Local Voc. Education Coordinators
I=School Psychologists
J=School Social Workers
K=Guidance Personnel
L=Spec. Educ. Instructional Materials Ctr. Staff
M=Head Start Staff
N=Day Service Center Staff
O=State Res. Facility Educational Staff
P=Correctional Institution Staff
Q=Higher Education Staff
R=School Board Members
S=Parents/Primary Caretakers
T=Physical Education Teachers
U=Art Teachers
V=Music Teachers
W=Mental Health Bd. Staff
X=Developmental Disabilities Board Staff
Y=Recreation & Parks Personnel
Z=Transportation Personnel

*OTHER (Attach description)

Agency/School Dist. of Person Completing ______________________ Code Title __________

INSERVICE NEED	NOW	FUTURE	INSERVICE NEED	NOW	FUTURE
M-Team Process & IEP			Attitudes		
Early Identification			Implications for Special Educ.		
Referral & Screening Process Role/Obligations			Effects on Regular Programming		
Role & Composition of M-Team			Obligations of Teacher's Roles		
Assessment & Decision Making			Communication, Social Development, & Grading		
Placement & Follow-up Procedures			Least Restrictive Alternative		
Procedures in IEP Development			Relationship of Federal/State Laws to Regular Teachers		
Roles & Responsibilities of Parents/Reg. Educators in IEP Process			Communication: Teacher--Teacher & Teacher--Parent		
Responsibilities in the Implementation of the IEP			Accountability		
Format of the IEP			Zero-Reject Concept		
Related & Supportive Services			Relationship to M-Team		
Roles of Educ. Personnel from Other State Agencies' Programs			Interagency Cooperation/Communication		
Mainstreaming			Roles & Responsibilities of Various Agencies		
Definition			Cooperative Agreement--DPI/DHC & DHSS/DCS		
Preparation of Normal Children for EEN Children			Cooperation among SEA, Teacher Training Institutions, LEAs, & State Agency Educational Programs		
Instructional Materials, Equipment Resources					

INSERVICE NEED	NOW	FUTURE
Legal Ramifications		
Coordination of Services of Various Agencies		
University Program Offerings/Certification		
Data Management Systems		
Resource Community Agencies		
Interaction: DPI, DHSS, & State/County		
Cooperative Planning		
Awareness of Responsibilities		
Parent Counseling & Training		
Information on Children & Parenting		
Information on Parents' Rights & Due Process		
Parent Advisory Committee		
Early Identification		
0-3 & 3 and above Services Available		
Public Relations/Home-School Communication		
Administration		
Knowledge of State & Federal Laws & Regulations (Chapter 115 & PL 94-142)		
Fiscal Matters		
Program Development & Evaluation		
Model Delivery Systems		
Data Management Collection & Analysis		
Management/Dissemination		
Programming Alternative/Drop-out Prevention		
Personnel Management		
Transportation		
Non-public School Relationships		
Due Process/Procedural Safeguards		
Confidentiality		
Reordering LEA Priorities		
Paperwork Requirements		
180 Student Days & PL 94-142		
Review of Administrative & Professional Personnel Responsibilities before PL 94-142 PL 94-142 and NOW		
Secretarial Inservice: Forms, Departments, Terminology, Diagnosis/Evaluation		
Section 504		
Role of Vocational Education		
Fiscal Resources-- Set-aside		
Use of PL 89-313 Follow-Through Funds		

INSERVICE NEED	NOW	FUTURE
Comp. Training Program		
On-going Child Find Activities-School Census		
Curriculum Review		
Review Current Curriculum--Existing & New EEN Programs		
Vocational Programming--Curricular Modification		
Related Programs & Materials		
SEIMC Role in IEP fulfillment		
Prevention & Awareness of Developmental Disabilities through inclusion in K-12 Curriculum		
OTHER: (Specify)		

Appendix C-4

VERMONT EHA-B LEAP # ______ -81

II. NEEDS ASSESSMENT

A. Who participated in the district Needs Assessment?

Procedure / Personnel Group	Survey	Informal Interview	Formal Interview	Existing Records	
Elementary Regular Class Teachers					
Secondary Regular Class Teachers					
Special Educators					
Administrators					
Support Personnel					
Parents					
Paraprofessionals					

B. The following criteria were met by the district Needs Assessment:

All district Special Educators participated - ___ yes ___ no

At least 20% of non-special education staff - ___ yes ___ no

C. The following content areas were identified as needs for further training:

Training Needs / Personnel Group	Priority #1	Priority #2	Priority #3
Elementary Regular Class Teachers			
Secondary Regular Class Teachers			
Special Educators			
Administrators			
Support Personnel			
Parents			
Paraprofessionals			

D. Additional Information (Optional):

Appendix C-5
MISSOURI

HOW TO CONDUCT A NEEDS ASSESSMENT

A Comprehensive System of Personnel Development needs assessment is a set of activities conducted to determine the district's inservice training and personnel development needs of professional and support staff. Needs assessment data should be the basis for planning inservice training, personnel development, dissemination and adoption of promising educational practices.

Inservice Training Needs

While all education personnel will have many inservice training needs, it is important to emphasize that our concerns here relate to those knowledge and skill areas which underlie the effective implementation of Public Law 94-142. The inservice needs of the various personnel categories (e.g. regular classroom teachers, psychologists, teachers of the Behavior Disordered, physical education teachers, etc.) cannot be determined without understanding how these various roles must function under provisions of Public Law 94-142.

A knowledge base is needed by all school personnel and would include:

1. Knowledge of laws regarding the handicapped.
2. Knowledge of handicapping conditions.
3. Knowledge of P.L. 94-142--terminology and definitions (e.g., "least restrictive environment," "free appropriate public education").
4. Understanding of appropriate instructional settings for the handicapped.
5. Knowledge of child evaluation procedures.
6. Knowledge of procedural safeguards.
7. Knowledge of IEP (individualized education program)
8. Knowledge of state and local guidelines for implementation of P.L. 94-142.
9. Knowledge of least restrictive placement possibilities.
10. Knowledge about related services and their availability.
11. Knowledge of special education instructional materials and media.
12. Knowledge of promising educational practices.

Skills needed to provide an appropriate education to handicapped children and youth vary according to responsibility differences between categorical personnel. Some skill needs common to all teachers would include:

1. Use resource room materials and staff.
2. Use peer tutoring, teacher aides, and volunteers.
3. Use diagnostic and prescriptive techniques.
4. Participate in, design, and implement IEPs.
5. Communicate with peers, parents, and pupils.
6. Monitor individual student progress.
7. Gather and interpret data about student performance.
8. Select appropriate curricular materials.
9. Adapt available curriculum.
10. Provide small group instruction based on identified student needs.

Some skills common to elementary educators would include:

1. Early identification of student needs.
2. Individualized direct instruction techniques.
3. Effective organization of the classroom for instruction.
4. Effective assessment of student strengths and weaknesses.
5. Effective classroom management skills.

Some skills common to secondary educators would include:

1. Teach the underachieving student.
2. Use peer tutoring procedures.
3. Modify strategies to reach content area goals in the areas of materials, expectations, instruction, and student performance levels.
4. Participate in team approaches to instruction.
5. Use effective questioning strategies.
6. Assess student modes or responses.

Some skills common to special services staff would include:

1. Child-Find.
2. Screening program development and implementation.
3. Evaluation/diagnostic procedures.
4. IEP process coordination.
5. Placement (Least Restrictive Environment).
6. Program review.

Some additional skills common to all educators regarding the IEP process would include:

1. Screen: Identify students with possible problems.
2. Refer: Identify students who may need special support services.
3. Comply with the law requiring nondiscriminatory testing and parent permission for individual evaluation.
4. Compile information related to students' educational, emotional, and physical functioning.
5. Ensure that due process procedures have been met in determining child's eligibility for special services.
6. Meet with parents to share assessment and evaluation data.
7. Participate as a team member in the development of IEPs.
8. Provide goals, objectives, and minimal competence criteria appropriate to a child's needs.
9. Implement the IEP developed by the school team for students in the classroom.
10. Monitor student progress to ensure that goals and objectives are appropriate and being carried out and that progress is evident.

The above listed areas of knowledge and skills might be condensed or elaborated upon and put in a checklist format. Competence could be assessed at the level(s) desired. A sample checklist format could read as follows:

CHECKLIST I: KNOWLEDGE BASE

What teachers need to know about P.L. 94-142	What level of competence do you expect of your teachers? Can Identify	Can Define	Can Elaborate
1. Knowledge of laws regarding the handicapped.			
2. Knowledge of handicapping conditions.			

NOTE: See sample of an alternative needs assessment instrument on page

Personnel Development Needs

The district's personnel records provide documentation of the need for certified special education teachers. The district may have regular education teachers who are willing to commit themselves to work toward special education certificates and serving in the district's special education program. This information should be documented as part of the needs assessment data.

Dissemination and Adoption Needs

The State Department of Elementary and Secondary Education is mandated to acquire, review, disseminate, and adopt (when appropriate) promising educational practices. Access to the information is presented elsewhere in this document. Prior to identifying the most relevant media, instructional material, and model programs, the district must know their special education program needs. This needs data might be acquired through staff requests, monitoring reports, formal needs assessment, or other activities.

Sources of Needs Data

The process for needs assessment may include both formal and informal techniques. No single instrument or procedure may be viewed as appropriate for collecting information from the broad range of personnel and content area which must be addressed. Some suggestions for gathering the information include:

- Personnel records
- Analysis of child find and census data compared to child count and current caseloads
- Monitoring reports
- Documentation of staff requests
- Formal needs assessment instrument
- LEA Personnel Development Committee

This list is not intended to be exhaustive; consider using other existing data sources and structures whenever possible and appropriate.

Organizing and Using Needs Data

The needs assessment data collected can then be translated into needs statements. Needs statements are listed without referring to the cause or reason. They are simple statements of the difference between what was expected and what is actually occurring. For instance, the director of special education documents the need for training teacher aides. The needs statement would read:

> Sixteen of the eighteen special education teachers reported insufficient skill level on the part of teacher aides in the area of child management. (See Appendix for other examples)

The development of needs statements is not a necessary step. It is, however, helpful to developing measurable objectives for meeting personnel needs. The needs statement in the above paragraph stated as an objective would read:

> During FY 81 the district will conduct four/two hour training sessions for the 18 teacher aides currently employed.

Further, the narrative that must be developed to describe the results of the needs assessment can be written quite easily using the needs statements. The personnel needs assessment is to serve the local district and the state in carrying out the CSPD; therefore, it should be reported in a manner that is clear to any reader of the CSPD.

When the district's inservice training and personnel development needs have been identified and needs statements written, they should be ranked in order of greatest or most important need. This priority listing of needs will help the district select the needs to be addressed at this time.

Objectives, activities, and evaluation are to be written on selected needs statements, using form 70-742-201 (See examples in appendix).

NOTE: THE TABLE ENTITLED, "DISTRICT INSERVICE TRAINING NEEDS," FORM 70-742-214, MUST BE COMPLETED. (SEE SECTION III: DATA REQUIREMENTS)

SAMPLE NEEDS SURVEY FOR SPECIAL EDUCATION INSERVICE TRAINING AND STAFF DEVELOPMENT

Your assistance in completing this survey is requested so that we might better plan inservice training and personnel development.

School District___________________ __Building__________________Grade Level____

Indicate your major professional responsibility. Check the one most apporpriate.

___ Classroom Teacher
___ M.R. Teacher
___ L.D. Teacher
___ B.D. Teacher
___ Diagnostician

___ Teacher Aide
___ Special Education Director
___ Regular Education Administrator
___ Consultant
___ Other Special Education Teacher

This school year I had direct instruction responsibility with the following number of children in each of the following categories. Please place specific numbers in appropriate blanks.

Chronological Age: ___ 0-2 ___ 3-5 ___ 6-8 ___ 9-12 ___ 13-18 ___ 19+

Handicapping Conditions:

___ E.M.R.
___ L.D.
___ B.D.
___ Hard of Hearing/Deaf

___ Orthopedically Handicapped
___ Speech/Language
___ Multi-Handicapped
___ Visual Handicap/Blind

The Bureau of Education for the Handicapped (BEH), U.S. Office of Education, defines the Individualized Education Program (IEP) process as including the following six steps. Rank these in priority order (1 is high; 6 is low) to indicate the areas in which you would like training:

_____ Appraisal (Assessment of child to determine appropriate program)

_____ Developing the I.E.P. (Establishing annual goals, instructional objectives, and specifying services)

_____ Placement (Recommendations for placement and protection of rights of parents and children)

_____ Implementation of Educational Program (Materials, methods, and related services needed to accomplish objectives)

_____ Evaluation of Child Performance (Determine child's progress looking at objectives, methods, related services and appropriateness of child's placement)

_____ Review of I.E.P. Process (Determine appropriateness of individual I.E.P.s and evaluate the I.E.P. process)

1. Planning inservice training and personnel development activities for the year, which of the following would you select as the most helpful resources for securing training assistance? (Select two)

___ Graduate Course or Program
___ Professional Development Center
___ Building Personnel and Resources
___ Other
___ State Department Specialists
___ School District Specialists
___ Trained University Personnel

2. How much time, without financial reimbursement, beyond the regular school hours would you be willing to devote to inservice training and/or personnel development activities for the next school year?

___ No additional time
___ 1 - 3 hours per month
___ 4 - 6 hours per month
___ 7 - 9 hours per month
___ 10 - 12 hours per month
___ More than 12 hours per month

3. Rate each subject area according to your interest or need for training. A score of five (5) indicates great interest or critical need.

Inservice Training Topics	Needs Scale Little				Great
Understanding School Districts	1	2	3	4	5
Responsibilities in Implementing P.L. 94-142	1	2	3	4	5
Understanding the State Special Education Guidelines and Regulations	1	2	3	4	5
Understanding and Using the Multidisciplinary Approach to Assessment and Programming	1	2	3	4	5
Assessing Special Needs Students Instructional Level and Learning Style Strengths and Weaknesses	1	2	3	4	5
Assessing Special Needs Students Behavioral Strengths and Weaknesses	1	2	3	4	5
Utilizing Non-discriminatory Assessment Techniques	1	2	3	4	5
Developing I.E.P.s	1	2	3	4	5
Understanding and Using Due Process and Procedural Safeguards	1	2	3	4	5
Designing Alternate Teaching Strategies for Students with Learning Problems	1	2	3	4	5
Implementing I.E.P.s in the Regular Classroom	1	2	3	4	5
Developing and Using Alternative Instructional Media	1	2	3	4	5

Inservice Training Topics	Needs Scale Little				Great
Behavior Management Techniques that will Facilitate Learning for the Special Needs Student	1	2	3	4	5
Incorporating Career Education into Curriculum Activities	1	2	3	4	5
Evaluating Student Progress and Using Data to Revise Programs	1	2	3	4	5

4. Indicate, in the space below, training you would like to receive that has not been assessed in this form.

PERSONNEL DEVELOPMENT INSERVICE TRAINING PLAN

EHA PART B

____
School District/Agency

Submitted:______________________1978

Appendix D-1

____
Signature: Chief School Officer or
Agency Administrator

DATE:______________________

PERSONNEL DEVELOPMENT INSERVICE TRAINING PLANS

Part I

Narrative
Introduction: Briefly describe the process used for determining the inservice training to be provided.

Part II

Training Plan Worksheet
Instructions: Please complete one Training Plan Worksheet for each inservice activity planned.

Part III

Budget Form and Compliance Statements
Instructions: Please complete the appropriate budget forms and have the compliance statements and budget forms signed by the Chief School Officer or agency administrator.

INSERVICE TRAINING PLANS FOR ACTIVITIES FUNDED THROUGH EHA PART B FUNDS

Narrative - Overview

The need exists for the establishment in each district of a comprehensive inservice training program for both special and regular education teachers, support personnel and administrators regarding the various needs of exceptional children. In order to support local training efforts, the Department of Public Instruction is planning to utilize the following resources:

1. Department staff will write a single project proposal to be submitted to the State Board of Education;
2. Department staff will assist each district in developing and conducting the district training program;
3. $95,829 of Fy '77 EHA Part B funds will be made available to districts, special schools and agencies;
4. Mid East Regional Resource Center (MERRC) consultative services will be used for both planning and conducting the training.

Each district is to appoint a committee consisting of representatives of both regular and special education teachers, support personnel and administrative staff. The committee will prioritize training needs within the district, recommend in-service activities and identify the individuals who will participate in the training efforts. The training program should be developed within the needs identified in the district FY '78 Part B application pertaining to unserved and underserved handicapped children and the Needs Assessment for Teachers and Administrators.

A district representative will then meet with DPI and MERRC staff to identify how the available resources can best be utilized. A proposal will be prepared by the district and reviewed by Department staff. Resources will be available to New Castle County districts for the period July 1 to August 31, 1978 and for Kent and Sussex Counties for June 1 to August 31, 1979.

Each district must complete an expenditure of funds report on July 15, August 15 and September 15, 1978 so as to insure that FY '77 funds are fully expended by September 20, 1978. A final project evaluation report will be due by September 30, 1978.

The district activities conducted during the summer of 1978 may be followed-up during the remainder of FY '79 with additional Part B supported training activities. The district Part B Plan for "Y '79 will specify the continuing staff development activities.

Attachment 1

PART II

EHA PART B
TRAINING PLAN WORKSHEET

Workshop Title:________________ District:

Brief Description of Program and Name of Workshop Leader or Consultant	Workshop Objectives	Workshop Activities	Workshop Timeline And Location	Workshop Participants Type and Number of Personnel to be Included	Workshop Evaluation Strategies	Workshop Resources EHA, Part B MERRC, District and/or State

Project Objectives

Each applicant will, utilizing a team of local teachers, administrators, and support personnel, develop a district staff training plan which should identify the types of training needed, objectives, evaluation strategy, activities, personnel involved and resource allocation.

Each applicant will establish an internal management system to insure that staff attend the services, and that sessions are conducted in an organized and profitable manner.

Each applicant will insure that when appropriate, both regular and special education teachers participate in planning and conducting the workshops.

Each applicant will insure that representatives of private schools have an opportunity to participate.

Each workshop will focus upon specific problem areas relating to the education of handicapped children, i.e., non-discrimination in testing, improving parent participation in the IEP process, coordinating the IEP between regular and special education teachers, specifying student needs; and allow staff stime to develop practical realistic solutions.

Activities and Resources

The applicant may use funds in part to buy materials, hire a consultant, pay staff stipends or substitutes and participant travel. Specific allocation of funds will be developed jointly in consultation between the applicant and DPI.

The following factors should be considered by the applicant in the development of the training plan.

1. Participation should be voluntary.
2. Teachers and support personnel should have an active role in developing the plan.
3. Practical "doing" activities should be stressed.
4. Teachers should have an opportunity to try out new ideas and share their experiences.
5. Interaction between regular and special education teachers should be stressed.

Resources will be allocated to each applicant based upon the October 1, 1977 child counts. The total number of children reported was multiplied by $6.85 per child.

The amount of funds to be used for participant stipends for ten month employees shall be $6.35 per hour when no document is being produced and $10.55 per hour if a document is being produced. Travel shall be at the rate of 10 cents per mile. Car pooling should be encouraged. Any consultants which may be hired by the school district are required to obtain a State of Delaware Business License before they can perform any service. The district should furnish the consultant with an application for Business License. Consultants will pay the $50.00 fee for the General Service Business License.

TRAINING PLAN FORMAT

The following items are to be included in the training plan:

1. Name of administering district, individual submitting the plan, date of submission and the names/titles of individuals involved in developing the plan.
2. A description of the process used for determining the inservice training needed.
3. Completion of the training plan work sheet(s). See attachment 1.
4. Budget forms and compliance statements.

The timeline for the training grants will be as follows:

1.	April 1 - May 1	Meeting on county-wide resource utilization with DPI and MERRC
2.	May 15	Submission of plan to DPI
3.	May 15 - May 30	Review by DPI
4.	June 1 - August 31	Kent and Sussex County Program Period
	July 1 - August 31	New Castle County Program Period
5.	July 15, August 15 and September 15	Expenditures of funds report due DPI (see Attachment 2)
6.	September 30	Final report due DPI on project evaluation and funds expended

Attachment 2

Return to:
Dr. Carl M. Haltom
State Director
Exceptional Children/Special Programs

Due: July 15, August 15,
September 15 and September 30

SUMMARY OF FUNDS EXPENDED

NAME OF DISTRICT: ____________________

PERSON SUBMITTING REPORT: ____________________

DATE OF REPORT: July 15____, August 15 ____, September 15, ____, September 30____

TOTAL AMOUNT OF TRAINING GRANTS ____________________

AMOUNT OF FUNDS EXPENDED BY JULY 15, 1978	____________	
BALANCE JULY 15		____________
AMOUNT OF FUNDS EXPENDED BY AUGUST 15, 1978	____________	
BALANCE AUGUST 15		____________
AMOUNT OF FUNDS EXPENDED BY SEPTEMBER 15, 1978	____________	
BALANCE SEPTEMBER 15		____________
AMOUNT OF FUNDS EXPENDED BY SEPTEMBER 30, 1978	____________	
BALANCE SEPTEMBER 30		____________

TRAINING INFORMATION / PERSONNEL GROUPS	CONTENT AREAS:								TIMEFRAME:				TRAINING MODE:				LOCATION:				FUNDING SOURCE:			TRAINERS:	
	Handicapping Conditions/Childfind	State & Federal Legislation & Regulations	Procedural Safeguards	Least Restrictive Environment	Case Conference & I.E.P.'s	Assessment	Instructional Programming	Other	Summer	Inservice Day	After School	During School	Consultation	Workshop	Course	Independent Study	Building Level	District Level	Co-op Level	Regional Level	Local	State	Federal	District	Outside Personnel
Regular Classroom Elementary																									
Regular Classroom Secondary																									
Teachers of Special Classes																									
Resource Room Teachers																									
Itinerant/ Consulting Teahcers																									
Psychologists & Diagnostic Staff																									
School Social Workers																									
Home/ Hospital Teachers																									
Speech Pathologists/ Audiologists																									
Teacher Aides																									
Vocational Education Teachers																									
Work-Study Coordinators																									
Physical Ed. Teachers Recreation Therapists																									
Physical & Occupational Therapists																									
Administrators Supervisors																									
Other Non-Instructional Staff																									
Parents																									

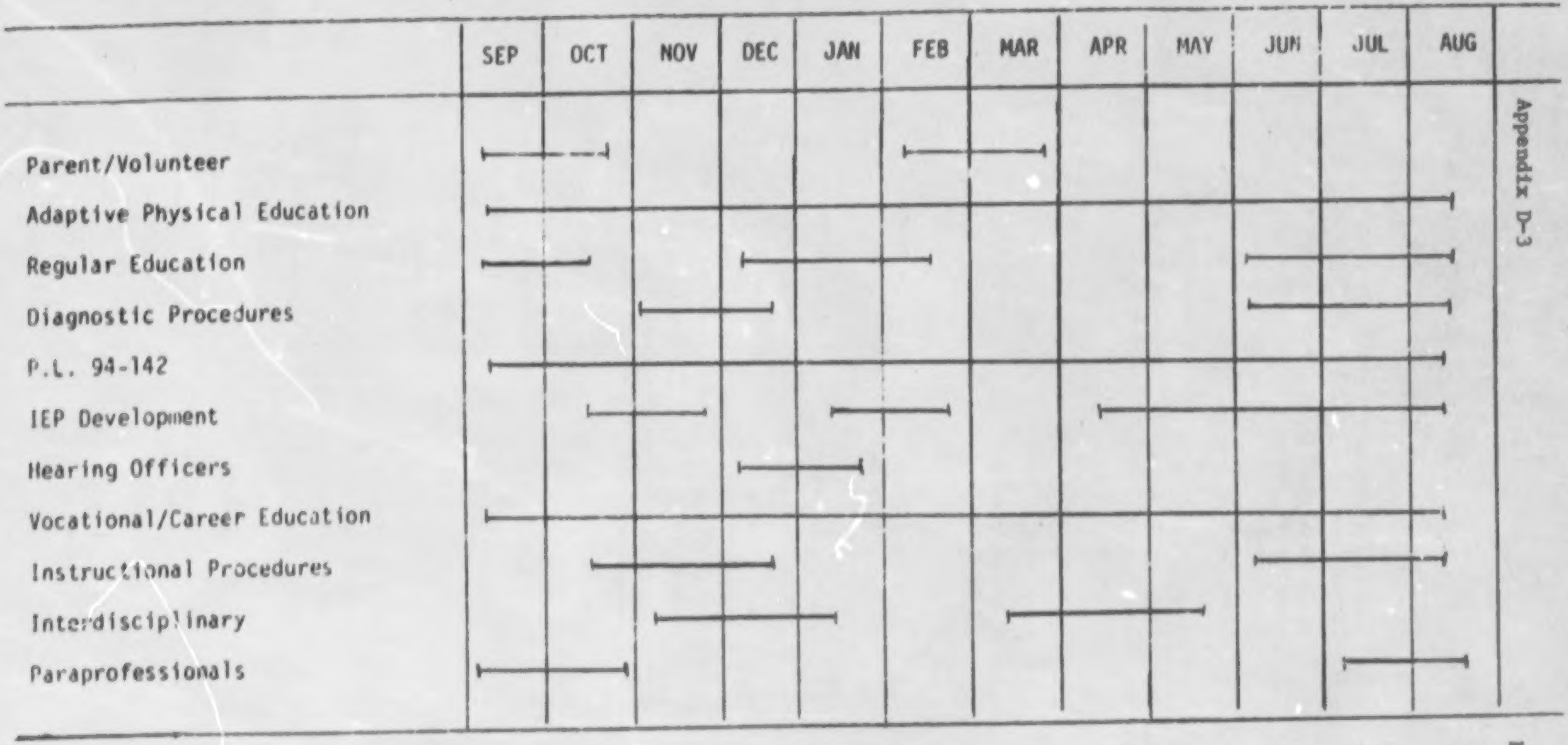
DIRECTIONS: Complete the Matrix indicating with an "x" the anticipated Content Area, Time Frame, Training Mode, Location, Funding Source and Trainers for inservice activities being planned for each personnel group in your district.

FIGURE I

Appendix D-2

TABLE 5B

PROJECTED TRAINING TIMELINES



Appendix D-3 Kansas

IN-SERVICE COMPLETION DATE	IN-SERVICE CONTENT	TARGET POPULATION	TRAINING SOURCES
June - July 1978	Kansas Plan	LEA project staff	SEA VI-D
June 1978 - January 1979	Designing a Comprehensive Staff Development Plan	80 LEA administrators	SEA VI-D
August 1978 - May 1979	Maintaining the Handicapped Student in General Educational Settings	300 general educator facilitators	SEA VI-D
September 1978	Kansas Plan*	LEA administrative staff LEA instructional staff LEA support staff	SEA VI-D
September 1978 November 1978 February 1979 April 1979	Role and Responsibility of the Special Education Paraprofessional	40 paraprofessional facilitators	SEA VI-D
October 1978	Severely Multiply Handicapped	50 superintendents	SEA VI-D
November 1978 - March 1979	Parental Involvement in the IEP Process	150 parents	SEA Midwest Regional Resource Center (M.R.R.C.)
December 1978	Role and Responsibility of the Special Education Due Process Hearing Officer	75 identified hearing officers	SEA VI-D
December 1978	Descrepancy Evaluation	5 LEA administrators	SEA VI-D
December 1978	Adaptive Physical Education	20 LEA facilitators	SEA VI-D
January 1979	Severely Multiply Handicapped	20 ancillary staff	SEA VI-D
February 1979	Severely Multiply Handicapped	30 teachers of physically handicapped	SEA VI-D
February 1979	Severely Multiply Handicapped	20 deaf-blind teachers 10 autistic teachers 10 severely learning disabled teachers	SEA VI-D
March 1979	Severely Multiply Handicapped	30 special education administrators	SEA VI-D
March 1979	Adaptive Physical Education	20 trained LEA facilitators	SEA VI-D
March 1979	Monitoring the IEP Process	50 general education administrators	SEA M.R.R.C.
March 1979	Program Evaluation	30 LEA staff	SEA VI-D
April 1979	The IEP Process and Vocational Education	50 teacher trainers	SEA M.R.R.C.
May 1979	Early Childhood	20 multi-agency personnel	SEA VI-B, VI-D
May 1979	Non-discriminatory Assessment	80 LEA diagnostic staff	SEA VI-B, VI-D
May 1979	Severely Multiply Handicapped	60 teachers 20 direct service personnel	SEA VI-D

Appendix D-4

List of Suggestions for Incentives Oregon

Classroom materials
Teacher reference books
Student activities (ideas, dittos, etc.)
Educational games
Weighted classroom membership
Publicity
No Saturday inservice
Retreat-type workshops
Trip to Hawaii free
Inservice held at teaching site
Recognition for work performed
Free time
Authorization to train other district teachers after demonstrating competency
District recognition
Travel opportunity - district sponsored
State recognition
Leadership roles after training
Meaningful responsibilities - guaranteed use of effort
A paid workshop outside of regular school time
Smaller core loads
An opportunity to attend a conference away from home - motel and meals paid for
Ideas of participants written up in newsletters and disseminated
Worthwhile sessions - key speakers - keep the cost down
Diversify the roles represented by the district representatives
District credits toward meeting hours required for advancement on salary schedule
Student teachers
Teaching materials, plans, reference material
Outstanding instructors
Presenters should be people from the field who have had both failures and good success
Greater materials allotment and control over selection
Tokens which could be exchanged for freedom from Mickey Mouse school procedures
Inservice should provide for a good deal of follow-up and release time for teachers to actually implement newly acquired skills
Hour for hour time pay off; time spent at inservices would be given back in extra vacation days, etc.
Money for individuals to add to their own school department budgets to purchase things they want
Affective rewards such as commendations in files, etc.
Advancement on the salary schedule for number of hours of participation
No inservice on scheduled teacher work days
Pay for substitutes for those who attend inservice programs
Certificate
Fun time
Group free lunch, etc.
It should qualify for professional growth incentive credit
Design a series of courses which, upon completion, would result in the achievement of a Certificate in Special Education, issued by a college or university
Completion of inservice series yields college credit toward handicapped learner certificate
Inservice efforts are action-oriented, well planned, with emphasis on the practical
Anthology of "Tricks of the Trade" gathered at the meetings

Demonstrate some effective teaching following the training
Cookies
Suggestions for activities that regular classroom teachers can employ to aid handicapped students in their programs
"Dictionary" to explain terms used at placement and planning meetings; e.g., perceptual dysfunction
Extended contact time
Teacher center approach
Allow opportunity to have exchange time for those involved
Lots of publicity
A title
Minimum expense to the teacher
Payment of mileage - meals
Certificate of accomplishment
Handouts on teaching procedures
Guarantee of follow-up after the workshop (training session) to iron out the bugs, etc.
Retreat atmosphere, paid for as part of the training
Meetings at convenient places

Appendix E-1

March 1978

APPROVED PROGRAMS FOR AREAS OF SPECIAL EDUCATION

(Colleges & Universities)

	Assoc. School Psychologist School Psychologist	Educational Diagnostician	Deaf and/or Severely Hard of Hearing	Speech and Hearing Therapy	Deficient Vision	Emotionally Disturbed	Language/Learning Disabled	Mentally Retarded	Generic Special Educator (Undergraduate)	Generic Special Educator (Master Level)	Physically Handicapped
Abilene Christian College, Abilene		X		X			X	X	X		
Angelo State University, San Angelo		X					X	X			
Baylor University, Waco		X		X		X	X	X	X		
Bishop College, Dallas								X			
Dominican College, Houston								X			X
East Texas State University, Commerce		X		X		X	X	X	X		X
Hardin-Simmons University, Abilene		X		X			X	X	X		X
Houston Baptist College, Houston							X				
Howard Payne College, Brownwood				X							
Incarnate Word College, San Antonio		X				X		X			
Jarvis Christian College, Hawkins									X		
Lamar University, Beaumont		X	X	X		X	X	X	X		X
Mary Hardin-Baylor College, Belton							X	X			
Midwestern University, Wichita Falls		X		X			X	X			
North Texas State University, Denton	X	X		X					X	X	
Our Lady of the Lake University, San Antonio		X		X			X		X		X
Pan American University, Edinburg		X		X		X	X	X	X		
Prairie View A & M College, Prairie View		X					X	X			
Sam Houston State University, Huntsville		X		X			X	X	X		
Southern Methodist University, Dallas			X	X							
Southwest Texas State University, San Marcos	X	X		X		X	X	X			X
Southwestern University, Georgetown							X				
Stephen F. Austin State University, Nacogdoches		X	X	X		X	X	X	X		X
Sul Ross State University, Alpine		X					X				
Tarleton State University, Stephenville							X				
Texas A & I University, Corpus Christi		X					X		X		
Texas A & I University, Kingsville		X		X			X	X			
Texas A & I University, Laredo							X	X			
Texas A & M University, College Station	X	X					X		X		
Texas Christian University, Fort Worth		X	X	X			X	X		X	X
Texas Eastern State University, Tyler	X							X			
Texas Lutheran College, Seguin							X				

-continued-

	Assoc. School Psychologist School Psychologist	Educational Diagnostician	Deaf and/or Severely Hard of Hearing	Speech and Hearing Therapy	Deficient Vision	Emotionally Disturbed	Language/Learning Disabled	Mentally Retarded	Generic Special Educator (Undergraduate)	Generic Special Educator (Master Level)	Physically Handicapped
Texas Southern University, Houston								X	X		
Texas Tech University, Lubbock		X	X	X		X	X	X	X		X
Texas Wesleyan College, Fort Worth							X				
Texas Woman's University, Denton		X	X	X		X	X	X			X
Trinity University, San Antonio		X	X			X	X				
University of Houston, Houston		X		X	X	X	X	X		X	X
University of Houston, Clear Lake City		X						X			
University of Texas, Austin		X	X	X	X	X	X	X	X		X
University of Texas, Dallas				X		X					
University of Texas, El Paso		X	X	X				X	X		
University of Texas, Permian Basin (Odessa)						X	X	X			X
University of Texas, San Antonio									X		
West Texas State University, Canyon		X		X		X	X	X	X		
Wiley College, Marshall							X				
Paul Quinn College, Waco									X		
Lubbock Christian College, Lubbock								X			

Appendix E-1

SPECIAL EDUCATION TRAINING PROGRAMS OFFERED BY MASSACHUSETTS COLLEGES AND UNIVERSITIES

A. Key to type of program or course work offered

ADM - Administrator of Special Education
GEN - Generic Special Teacher of School Age Children with Mild Special Needs
MOD - Teacher of School Age Children with Moderate Special Needs
SEV - Instructor of School Age Children with Severe Special Needs
VIS - Teacher of School Age Children with Sensory Handicaps: Vision
AUD - Teacher of School Age Children with Sensory Handicaps: Audition
SP - School Psychology
PER - Peripatologist
SH - Speech and Hearing
SPA - Speech Pathology and Audiology
ECE - Early Childhood Special Education
VOC - Vocational Special Education
APE - Adapted Physical Education
OT - Occupational Therapy
PT - Physical Therapy
REG - Regular Education/Special Education
GC - Guidance and Counseling
BIL - Bilingual Special Education
REC - Therapeutic Recreation

Note: *Italics* denote approved programs audited by the Massachusetts Department of Education leading to approval of special needs personnel as of November 1, 1977. The first six areas in the above list (ADM, GEN, MOD, SEV, VIS, AUD) are the only areas for which the Department of Education, Bureau of Teacher Certification offers approval.

B. Key to level of program or course work offered

x - Course work (degree or non-degree)
u - Undergraduate program
g - Graduate program
l - License program
d - Being developed

MOD	SEV	ADM	REG
x,u,g	x,u,g	x,g	x,u

American International College
170 Wilbraham Road
Springfield, MA 01109
(413) 737-5331

MOD	SH	REG
x	u	x

Anna Maria College
Paxton, MA 01612
(617) 757-4586

GEN	*MOD*	SP	REG	GC
x	*g*	x,g	x,g	x,g

Assumption College
500 Salisbury Street
Worcester, MA 01609
(617) 752-5615

GEN	*MOD*	*SEV*	*VIS*	*ADM*
x,g	*x,u,g*	*x,u,g*	*x,g*	*x,g*

SP	PER	VOC	REG	GC
g	g	d	x,u	x,g

Boston College
Department of Rehabilitation and Special Education
Chestnut Hill, MA 02167
(617) 969--100 x4180

GEN	*MOD*	SP	APE	GC
x,g,l	*x,g,l*	x	x,u	x

Boston State College
625 Huntington Avenue
Boston, MA 02115
(617) 731-3300

GEN	*MOD*	*SEV*	AUD	ADM
x,g	*x,u,g*	*x,u,g*	x,u,g	x,g

SP	SH	SPA	VOC	OT
g	u	x,g	x,u,g	y

PT	REG	GC	BIL	REC
x,u,g	u,g	g	d	u,g

Boston University
Special Education Department
765 Commonwealth Avenue
Boston, MA 02215

GEN	*MOD*	APE	GC
g	*x,u,g*	x,u,g	g

Bridgewater State College
Special Education Department
Bridgewater, MA 02324
(617) 697-8321

MOD	BIL
x,u	d

Clark University
950 Main Street
Worcester, MA 01610
(617) 793-7177

MOD	ECE	REG
x,u	u	x,u

Curry College
Milton, MA 02186
(617) 333-0500

MOD	REG
u	x,u

Eastern Nazarene College
23 East Elm Avenue
Wallaston, MA 02170
(617) 773-6350

MOD	SH	REG
x	x	x

Emanuel College
400 The Fenway
Boston, MA 02115
(617) 277-9340

SH
x,u,g

Emerson College
Department of Communication Disorders
168 Beacon Street
Boston, MA 02116
(617) 536-7255

GEN *MOD* SEV PER ECE
g *u,g* g g u
VOC
g

Fitchburg State College
Department of Special Education
160 Pearl Street
Fitchburg, MA 01701
(617) 345-2151

GEN REG GC
x,g u g

Framingham State College
Department of Education
100 State Street
Framingham, MA 01701
(617) 872-3501

REG
x

Gordon College
255 Grapevine Road
Wenham, MA 01984
(617) 927-2300

GEN *MOD* *SEV* ADM ECE
x,g *x,u,g* *g* g u,g
REG GC BIL
x,u g d

Lesley College
29 Everett Street
Cambridge, MA 02138
(617) 868-9600

MOD SEV
x,g x,g

Massachusetts College of Art
364 Brookline Avenue
Boston, MA 02215
(617) 731-2340

MOD REG
x x

Massachusetts Maritime Academy
Buzzards Bay, MA 02532
(617) 759-5761

ECE REG
u u

North Adams State College
Church Street
North Adams, MA 01247
(413) 664-4511

MOD *SEV* ADM SP SH
g *g* g g u,g
ECE REG
x,u,g g

Northeastern University
Robinson Building-Special Education
360 Huntington Avenue
Boston, MA 02115

SH
x,u

Our Lady of the Elms College
Continuing Education
Chicopee, MA 01013
(413) 598-8351

GEN *MOD* REG
x,g,l *x,g* x,g

Regis College
Graduate Special Education
Weston, MA 02193
(617) 893-1820 x240

ECE REG
x x

Salem State College
Salem, MA 01970
(617) 745-0556

GEN	*MOD*	PT	BIL
x,g,l	*x,u,g*	u	d

Simmons College
Special Education
300 The Fenway
Boston, MA 02115
(617) 738-2157

AUD
x,g

Smith College
Clark School for the Deaf
Morgan Hall
Northampton, MA 01063
(413) 584-2700 x413

SEV	APE	REC
g	x	g

Springfield College
268 Alden Street
Springfield, MA 01109
(413) 787-2100

GEN	*MOD*	ECE	GC
d	*g*	d	g

Suffolk University
41 Temple Street
Boston, MA 02114
(617) 723-4700

GEN	*MOD*	SP	ECE	OT	GC
d	*g*	g	u,g	u	x

Tufts University
Department of Child Study
Medford, MA 02155
(617) 628-5000

GEN	*MOD*	SEV	ADM	SPA	ECE
g	*g*	g	g	g	g

University of Massachusetts/Amherst
School of Education
Amherst, MA 01002
(413) 545-0111

MOD	ADM	SP	VOC
u,g	g	g	d

Westfield State College
Western Avenue
Westfield, MA 01085
(413) 568-3311

MOD	ECE
u,g	x,u,g

Wheelock College
Graduate Special Education
200 The Riverway
Boston, MA 02215
(617) 734-5200 x188

GEN	SP	SH	ECE	REG
g	x	u	u	u

Worcester State College
486 Chandler Street
Worcester, MA 01602
(617) 754-6861

SUGGESTIONS FOR IMPLEMENTATION

Explication of Requirements Concerning Special Education for Elementary and Secondary Provisional Certificate Programs

REQUIREMENT I: KNOWLEDGE OF THE CONCEPT OF LEAST RESTRICTIVE ALTERNATIVES AND IMPLICATIONS FOR THE INSTRUCTIONAL PROCESS

To accomplish the above requirement the following suggestions were made:

The elementary and secondary level teacher will be able to:

1. define "least restrictive alternative;"
2. identify instructional options described in the State Board of Education Policies and Administrative Procedures for Special Education;
3. identify instructional professional personnel, supportive professional personnel, and paraprofessional personnel involved in the delivery of special education services as defined in the State Board of Education Policies and Administrative Procedures for Special Education; and
4. identify related services which may be provided to an eligible handicapped student as described in the State Board of Education Policies and Administrative Procedures for Special Education.

REQUIREMENT II: KNOWLEDGE OF THE CHARACTERISTICS AND LEARNING DIFFERENCES OF HANDICAPPED STUDENTS

To accomplish the above requirement the following suggestions were made:

The elementary and secondary level teacher will be able to:

1. define terms and identify characteristics of learning significant to the education of the following:
    a. mentally retarded
    b. learning disabled
    c. emotionally disturbed
    d. physically handicapped
    e. speech handicapped
    f. pregnant students
    g. auditorially handicapped
    h. visually handicapped
    i. multiply handicapped
    j. autistic

2. describe the role of the regular classroom teacher in working with students with handicapping conditions in terms of:

    a. child identification
    b. individual assessment
    c. individual educational plan development
    d. individual instruction
    e. related services
    f. individualized educational plan review
    g. least restrictive environment

3. identify eligibility criteria for special education related services for each handicapping condition set forth in state guidelines for special education

    a. mentally retarded
    b. learning disabled
    c. emotionally disturbed
    d. physically handicapped
    e. speech handicapped
    f. pregnant students
    g. auditorially handicapped
    h. visually handicapped
    i. multiply handicapped
    j. autistic

REQUIREMENT III: KNOWLEDGE AND SKILL IN INFORMAL ASSESSMENT AND A VARIETY OF INSTRUCTIONAL TECHNIQUES AND PROCEDURES FOR IMPLEMENTING THE EDUCATIONAL PLAN FOR HANDICAPPED STUDENTS

To accomplish the above requirement the following suggestions were made:

The elementary and secondary level teacher will be able to:

1. determine the student's present educational level through the use of

    a. standardized assessment

        1) general achievement tests
        2) diagnostic tests in subject areas

    b. informal assessment

        1) informal diagnostic tests
        2) diagnostic teaching
        3) systematic observation
        4) commercially prepared prescription kits which supplement instructional packages

2. relate present educational level to long-term goals and short-term instructional objectives using published sequences, published collections of objectives, and defined curriculum(s) and/or teacher written objectives in the areas of:

   a. reading
   b. writing
   c. arithmetic
   d. spelling
   e. gross/fine motor development
   f. visual/auditory perception
   g. language development

3. modify regular instructional programs through strategies, techniques, and/or resources to accommodate handicapping conditions where necessary for achievement and/or adjustment

   a. child identification
   b. individual assessment
   c. individual educational plan development
   d. individual instruction
   e. related services
   f. individualized educational plan review
   g. least restrictive environment

REQUIREMENT IV: KNOWLEDGE OF THE ADMISSION, REVIEW, AND DISMISSAL PROCESSES AND UNDERSTANDING OF THE INDIVIDUALIZED EDUCATIONAL PROGRAM FOR HANDICAPPED STUDENTS

To accomplish the above requirement the following suggestions were made:

The elementary and secondary level teacher will be able to:

1. describe the child identification and the three stages of the individual assessment as presented in the State Board of Education Policies and Administrative Procedures for Special Education

2. describe the role of each of the participants involved in the child identification and individual assessment process presented in the State Board of Education Policies and Administrative Procedures for Special Education

3. identify procedural safeguards for handicapped students and their parents mandated by Public Law 94-142 and the Texas Education Agency's policies and administrative procedures

   a. guarantee of complete due process procedures
   b. assurance of parent or guardian consultation

   c. assurance of special education and related services being provided to all handicapped children in the "least restrictive" environment
   d. assurance of nondiscriminatory testing and assessment
   e. a guarantee of policies and procedures to protect the confidentiality of data
   f. assurance of the maintenance of an individualized program
   g. assurance of effective policy guaranteeing the right to all handicapped students to a free, appropriate public education at no cost to parents or guardian
   h. assurance of a surrogate to act for any student when parents or guardian are either unknown or unavailable or when the child is a legal ward of the state

4. describe the admission, review, and dismissal committee, its membership, responsibilities, and processes

5. identify the required components of an individualized educational plan, describe role of general educator, and be able to participate in the development of an individualized educational plan which includes:

   a. the student's current educational status
   b. educational goals needed for the student
   c. instructional objectives leading to each goal
   d. instructional and service requirements to allow the program to operate

6. identify modifications and adaptations which can be made in general education to accommodate the learner who is handicapped

GLOSSARY

1. standardized assessment -- achievement relative to norm

2. informal assessment -- assessment through informal tests and observation to discover what a student can or cannot do rather than in terms of achievement relative to some norm

3. information diagnostic tests -- inventories and checklists used to analyze a student's performance on a task and to identify error patterns

4. diagnostic teaching -- identification through trying various teaching strategies the most effective for use with a particular student

5. systematic observation -- observation of student at work to determine efficient or inefficient behaviors; learn what student can do and also how he or she approaches a task

6. commercially prepared prescription kits -- tests contained in instructional packages designed to assess a student's ability to perform the skills included in the packages

7. diagnostic tests -- tests in reading or arithmetic, for instance, which enable one to determine students' specific instructional levels in particular areas; with some evaluation instruments, one can also analyze student performance to determine what content has been learned and to designate the next appropriate step

8. criterion referenced tests -- typically assess one particular skill or content area; help determine specific strengths and weaknesses; results show what skills or content student has mastered and indicate next appropriate instructional point more precisely than either general achievement tests or even most formal diagnostic tests

Appendix E-3

JAMES MADISON UNIVERSITY
PUBLIC LAW 94-142 SURVEY #1

The purpose of this questionnaire is to collect information which relates to efforts made by teacher education institutions to implement PL 94-142. Institutions will vary in the degree of progress made in providing for PL 94-142. Some will have well developed programs, while others may have been unable to develop plans for such provision. The information sought will relate to the general nature of the teacher education program, status of efforts related to the preparation of teachers to deal with provisions of PL 94-142 and the current needs of your institution relative to preparing regular education teachers to teach the handicapped. Please return this questionnaire on or before February 21, 1980.

If you have questions about items on the questionnaire, please contact

Dr. William Smith at (703) 433-6486.

I. General Structure of Teacher Education Programs

A. What is the chief administrative unit for administering teacher education at your institution?

_____ School of Education

_____ Division of Teacher Education

_____ Education Department

_____ Psychology Department

_____ Other (Specify) ____________________

B. List the steps which are followed at your institution in adding or changing courses in teacher education.

C. Indicate below the administrative unit which is responsible for advising students enrolled in the various endorsement areas.

	ENDORSEMENT AREAS			
Administrative Units	Secondary Educa. Academic (Hist., Math, Bio., etc.)	Secondary Educa. Vocations (Bus. Ed., Home Ec., DE, etc.)	ELED K-3	ELED 4-7
Dept. of Sec. Ed.				
Educ. Dept.				
Educ. Dept. & Academic Depts.				
C & I Dept.				
Psyc. Dept.				
Ed. Foundations Dept.				
Vocational Ed. Depts.				
Dept. of Elem. Ed.				
Other (Specify)				

D. Indicate below the number of full-time faculty whose teaching load includes specialized professional education instruction or supervision for students in each of the endorsement areas. In columns 2-4 indicate the highest degrees held by these individuals.

	(1) Number of Faculty	(2) No. Holding Doctorate as Highest Degree	(3) No. Holding Masters as Highest Degree	(4) No. Holding Masters as Highest Degree
Secondary Education--Academic				
Secondary Education--Vocational				
Elementary Education--(K-3 & 4-7)				

E. Please indicate (a) how many graduates each of the following endorsement areas at your institution had during the 1978-79 academic year, (b) how many in each area are currently employed as teachers, and (c) how many graduates you anticipate in each endorsement area for the 1979-80 academic year.

Endorsement Area	(a) Number Graduated 1978-79	(b) Number of 1978-79 Graduates Employed as Teachers	(c) Number Anticipated to be Graduated in 1979-80
Regular Education: NI-3			
4-7			
Secondary (Academic Areas)			
Secondary (Vocational Areas)			

F. How many weeks of student teaching are required of students seeking endorsement in each of the following areas?

Secondary Education (Academic) _____
Secondary Education (Vocational) _____
Elementary Education (NK-3) _____
Elementary Education (4-7) _____

G. As a general rule, do students enrolled in student teaching take course work while student teaching which is not directly related to the student teaching experiences? Yes _____ No _____

H. How much classroom observation/participation experience do students seeking endorsement in the following areas have in public school classrooms prior to student teaching?

	Estimated No. Hours	Estimated Percentage Observation	Estimated Percentage Participation
Secondary Education (Academic)	_____	_____	_____
Secondary Education (Vocational)	_____	_____	_____
Elementary Education (NK-3)	_____	_____	_____
Elementary Education (4-7)	_____	_____	_____

I. Does your institution maintain a collection of curriculum materials which exemplify those used in the public schools? Yes _____ No _____
If yes, is this collection material
_____ in the library
_____ in a location other than the library

Part II: Teacher Training Relative to Teaching the Handicapped and PL 94-142

A. For each general endorsement area in the table below, check the statement which best describes the current approach utilized in your teacher education program for familiarizing your students with respect to teaching the handicapped? If your institution does not offer endorsement in a particular area listed, leave the table blank for that endorsement area.

	Endorsement Areas			
Current Approach	NK-3	4-7	Secondary (Academic)	Secondary (Vocational)
(1) Our students enroll in a required special education course as a part of their program.				
(2) Various aspects of teaching the handicapped are integrated throughout several required courses in the students' programs.				
(3) We are currently constructing a plan for preparing our students to teach the handicapped and to implement PL 94-142.				
(4) Instructors have been encouraged to acquaint students with the law.				
(5) Our program does not currently address aspects of teaching the handicapped in great detail.				
(6) We prepare our students to teach the handicapped and to implement PL 94-42 in a concentrated workshop prior to student teaching.				

What approach do you believe would be most preferable at your institution for familiarizing students in your teacher education program with teaching the handicapped?

B. Listed below are a collection of topics relative to teaching the handicapped and PL 94-142. For each endorsement area listed, indicate the degree of coverage of each of these topics in your teacher education program by circling the rating which best indicates the degree of coverage for each topic. A rating of 1 indicates superficial coverage, 2 indicates moderate coverage, and 3 indicates fairly indepth coverage of the topic.

	Coverage Rating by Endorsement Area			
Topic	NK-3	4-7	Secondary (Academic)	Secondary (Vocational)
(1) Rationale and Philosophy for mainstreaming handicapped students.	1 2 3	1 2 3	1 2 3	1 2 3
(2) Background knowledge about PL 94-142 and its ten assurances.	1 2 3	1 2 3	1 2 3	1 2 3
(3) Knowledge about the various handicapping conditions and major characteristics of each of the subpopulations of the handicapped.	1 2 3	1 2 3	1 2 3	1 2 3
(4) Knowledge about screening and referral procedures for potentially handicapped students.	1 2 3	1 2 3	1 2 3	1 2 3
(5) Knowledge about the related services that are available to handicapped students.	1 2 3	1 2 3	1 2 3	1 2 3
(6) Knowledge about the various alternative environments that can be used to educate handicapped students.	1 2 3	1 2 3	1 2 3	1 2 3
(7) Knowledge and practice in constructing Individualized Educational Programs (IEP's).	1 2 3	1 2 3	1 2 3	1 2 3
(8) Knowledge and skills in using various procedures in the regular classroom to help the handicapped child academically.	1 2 3	1 2 3	1 2 3	1 2 3
(9) Knowledge and skills in using various procedures in the regular classroom to help the handicapped child with emotional and behavioral problems.	1 2 3	1 2 3	1 2 3	1 2 3
(10) Direct experience in working with handicapped students.	1 2 3	1 2 3	1 2 3	1 2 3
(11) Clarification of the meaning of "least restrictive environment".	1 2 3	1 2 3	1 2 3	1 2 3
(12) Knowledge about effective techniques for integrating handicapped students into the regular classroom.	1 2 3	1 2 3	1 2 3	1 2 3

Part III. Inservice Needs Relative to Teaching the Handicapped and PL 94-142

A. Do you currently perceive the need for inservice training (assistance) for faculty at your institution in the area of teaching the handicapped?

_____ Yes _____ No

If your response to (A) was "yes", please complete the remaining items in Part III. If your response was "no", please indicate your name and title in the spaces provides at the end of the questionnaire.

B. In Part II B, twelve topics were listed regarding PL 94-142 and teaching the handicapped. Indicate the needs of your institution on each topic by circling the appropriate number.

			Need Rating		
Topic	No Need			Strong Need	
(1) Rationale and Philosophy for mainstreaming handicapped students.	1	2	3	4	5
(2) Background knowledge about PL 94-142 and its ten assurances.	1	2	3	4	5
(3) Knowledge about the various handicapping conditions and major characteristics of each of the subpopulations of the handicapped.	1	2	3	4	5
(4) Knowledge about screening and referral procedures for potentially handicapped students.	1	2	3	4	5
(5) Knowledge about the related services that are available to handicapped students.	1	2	3	4	5
(6) Knowledge about the various alternative environments that can be used to educate handicapped students.	1	2	3	4	5
(7) Knowledge and practice in constructing Individualized Educational Programs (IEP's)	1	2	3	4	5
(8) Knowledge and skills in using various procedures in the regular classroom to help the handicapped child academically.	1	2	3	4	5
(9) Knowledge and skills in using various procedures in the regular classroom to help the handicapped child with emotional and behavioral problems.	1	2	3	4	5
(10) Direct experience in working with handicapped students.	1	2	3	4	5
(11) Clarification of the meaning of "least restrictive environment".	1	2	3	4	5
(12) Knowledge about effective techniques for integrating handicapped students into the regular classroom.	1	2	3	4	5

Please describe below any other inservice assistance you would like for your faculty in the area of teaching the handicapped.

C. Which of your faculty need inservice training? (Check those that apply.)

_____(1) Teacher Education faculty.
_____(2) Selected faculty who are not solely involved in teacher education, but who have input into our programs.
_____(3) Other faculty (please specify).

____

D. Listed below are several other areas in which your institution may need assistance in preparing persons to teach the handicapped. Check those in which you would like assistance (if any).

_____(1) We would like assistance in helping us to identify and purchase resource materials.
_____(2) We would like assistance in constructing a comprehensive plan relative to PL 94-142.
_____(3) We would like assistance in revising existing courses to incorporate aspects of PL 94-142.
_____(4) We would like assistance in creating a special education course.
_____(5) Other (Please specify): ______________________
____
____

E. Preferred format for inservice programs

1. Given the dictates of reality, when should one-day inservice programs be held?

_____(1) during school year
_____(2) on school year holidays and vacations
_____(3) during the summer
_____(4) other (specify) ______________

2. If a one-day inservice program(s) were held during the school year, when should it be scheduled?

_____(1) on weekends _____(2) during the working day _____(3) evenings

3. If a two day inservice workshop were scheduled during the school year, during which months would it be most convenient for you to attend? (Check 2).

_____(1) Sept.
_____(2) Oct.
_____(3) Nov.
_____(4) Dec.
_____(5) Jan.
_____(6) Feb.
_____(7) March
_____(8) April
_____(9) May
_____(10) June

4. Assuming that each of the following modes of inservice instruction is presented expertly, please indicate your degree of preference for each by ranking from 1 (most preferred) to 10 (least preferred).

_____(1) Lecture
_____(2) Discussion groups
_____(3) Simulation
_____(4) Gaming
_____(5) Films
_____(6) Case Study
_____(7) Site visit
_____(8) Role playing
_____(9) Supervised readings
_____(10) Other (specify)
____
____
____
____
____

Name of person completing questionnaire ______________________________
Position ______________________________
Name of Institution ______________________________

Appendix E-3

JAMES MADISON UNIVERSITY
PUBLIC LAW 94-142 SURVEY #2

The purpose of this questionnaire is twofold. First, information is sought concerning the current approach at your institution in providing instruction for your regular teacher education students with respect to teaching the handicapped and PL 94-142. Secondly, manpower information is sought that will help to determine the potential supply of special and regular education teachers in the present and future. Additionally, your perception of employment trends for special education graduates is sought. Please return the questionnaire on or before January 30, 1980.

If you have questions about items on the questionnaire, please contact Dr. Julium B. Roberson, Dean, School of Education and Human Services, James Madison University at (703) 433-6572.

I. Teacher Training Relative to Teaching the Handicapped and PL 94-142

A. For each general endorsement area in the table below, check the statement which best describes the current approach utilized in your teacher education program for familiarizing your students with respect to teaching the handicapped. If your institution does not offer endorsement in a particular area listed, leave the table blank for that endorsement area.

			Endorsement Areas	
Current Approach	NK-3	4-7	Secondary (Academic)	Secondary (Vocational)
(1) Our students are required to enroll in a special education course as a part of their program.				
(2) Various aspects of teaching the handicapped are integrated throughout several required courses in the students' programs.				
(3) We are currently constructing a plan for preparing our students to teach the handicapped and to implement PL 94-142.				
(4) Instructors have been encouraged to acquaint students with the law.				
(5) Our program does not currently address aspects of teaching the handicapped in great detail.				

Part II. Manpower Information and Employment Trends

A. Please estimate (a) how many entry level graduates each of the following endorsement areas at your institution had during the 1978-79 academic year, (b) how many graduates in each area are currently employed as teachers, and (c) how many graduates you anticipate in each endorsement area for the 1979-80 academic year.

Endorsement Area	(a) Number Graduated 1978-79	(b) Number of 1978-79 Graduates Currently Employed as Teachers	(c) Number Anticipated to be Graduated in 1979-80
Regular Education: NK-3			
4-7			
Secondary (Academic Areas)			
Secondary (Vocational Areas)			
Special Education: Mental Retardation			
Learning Disabilities			
Emotionally Disturbed			
Hearing Disorders			
Visually Impaired			
Speech Disorders			
Crippling Conditions			
Preschool Handicapped			
Other Special Education Areas (Specify areas)			

B. Do you believe there will be a need for more (or fewer) special education graduates over the next five years in each endorsement area listed?

Endorsement Area	More will be needed	Fewer will be needed	No change in need is expected
Mental Retardation			
Learning Disabilities			
Emotionally Disturbed			
Hearing Disorders			
Visually Impaired			
Speech Disorders			
Crippling Conditions			
Preschool Handicapped			
Other Special Education Areas (please name)			

C. Listed in the table below are some potential employment opportunities for graduates of the various special education endorsement areas. For each endorsement area listed, rate each employment opportunity from 1 to 5 according to your perception where 1 indicates the employment area of greatest need over the next five years and 5 indicates the employment area of least need over the next five years.

	Employment Opportunities				
Endorsement Area	Resource Room Teacher	Self-Contained Special Educ. Teacher	Itinerant Teacher	Homebound Teacher	Non-public School Setting
Mental Retardation					
Learning Disabilities					
Emotionally Disturbed					
Hearing Disorders					
Visually Impaired					
Speech Disorders					
Crippling Conditions					
Preschool Handicapped					

D. What other types of positions or employment opportunities (other than the 5 types listed above) are you training your special educators to fill?

E. Have you conducted any follow-up studies which assess the current progress of your regular education students whose preservice training included experiences with handicapped students?

_____Yes _____No

If yes, please share the major findings below:

F. Have you conducted any follow-up studies of your special education graduates to assess their current progress?

_____Yes _____No

If yes, please share the major findings below:

G. If your institution is engaged in any innovative activities in the area of preparing regular classroom teachers to meet the needs of the handicapped, please describe it here or attach a description of your activity.

Name of person completing questionnaire ______________________________

Title ______________ ______________

Institution ______________________________

Appendix E-4

Virginia

Questionnaire #____

PL 94-142 Questionnaire for Regular Classroom Teachers

Survey #4

The purpose of this questionnaire is to secure information about your beliefs concerning the adequacy of your preparation to instruct handicapped learners who may be assigned to you. Please answer each item as indicated. When you have completed the questionnaire place it in the addressed envelope and return it by February 7. If you have any questions please contact Dr. Julius Roberson, Dean of the School of Education and Human Services, James Madison University (703-433-6572).

This questionnaire is part of a cooperative study with the Virginia Department of Education. Your assistance is appreciated.

(1) 1. What is the highest degree you hold?
(1) bachelor's _____ (2) master's _____ (3) doctorate _____

(2) 2. When did you receive the highest degree you hold?
(1) 1979 _____ (2) 1978 _____ (3) 1977 or before _____

3. What teaching endorsement do you hold? (Check as many as apply.)

(3) (1) _____ K-7
(4) (1) _____ K-3
(5) (1) _____ 4-7
(6) (1) _____ Secondary (academic area)
[illegible] (1) _____ Secondary (vocational areas)
(8) (1) _____ Subject Area Specialists (K-12) (Music, Art, Physical Education, etc.)
(9) (1) _____ None

10) 4. Which of the following statements best describes how you acquired your current teaching endorsement? (Check one)

(1) _____ I received my endorsement when I received my bachelor's degree.
(2) _____ I received my endorsement when I received my master's degree.
(3) _____ I received my endorsement when I received my doctorate.
(4) _____ I returned to a college or university after having earned a degree and completed requirements as outlined by the college or university.
(5) _____ I worked through my school division to secure my endorsement and completed courses as outlined by the division and the State Department of Education.

11) 5. When did you complete endorsement requirements?
(1) 1979 _____ (2) 1978 _____ (3) 1977 or before _____

12) 6. Did you complete endorsement requirements at a college or university in Virginia? (1) Yes _____ (2) No _____

13) If yes, did you complete endorsement requirements at one of the following institutions? (1) Yes _____ (2) No _____

Longwood College
Averett College
Mary Washington College
St. Paul's College
University of Richmond
Randolph Macon College
Emory and Henry College
Clinch Valley College
Hollins College
Roanoke College
Virginia Intermont College
Eastern Mennonite College
Bridgewater College
Mary Baldwin College
Shenandoah College
Sweet Briar College

7. Which of the following statements best describes your teaching assignment? (Check one)

(1) _____ Kindergarten-Primary
(2) _____ grades 4-7
(3) _____ secondary academic (Science, History, Art, P.E., etc.)
(4) _____ secondary vocational (Home Ec., Business Ed., etc.)
(5) _____ elementary subject area specialist (Music, Art, P.E., etc.)
(6) _____ reading teacher

(15) 8. Which of the following statements best describes your current teaching situation? (Check one)

(1) _____ self-contained classroom in an elementary school (K-7)
(2) _____ self-contained classroom in a middle or intermediate school
(3) _____ departmentalized assignment in an elementary school
(4) _____ departmentalized assignment in a middle or intermediate school
(5) _____ high school teacher
(6) _____ Librarian
(7) _____ Team teaching in an elementary or intermediate school
(8) _____ Team teaching in a high school

(16) 9. How would you evaluate your preservice education for your present teaching assignment? (Check one)

(5) superior _____ (4) more than adequate _____ (3) adequate _____
(2) less than adequate _____ (1) poor _____

(17) 10. How many students are assigned daily to you for instruction? (Check one)

(1) _____ less than 15
(2) _____ 15-20
(3) _____ 21-25
(4) _____ 26-30
(5) _____ 31-35
(6) _____ 36-49
(7) _____ 50-75
(8) _____ 75-100
(9) _____ 100 or more

(18) 11. Have you been assigned learners who have been identified as having a handicapping condition? (1) Yes _____ (2) No _____

If yes, which of the following conditions have been present in the students assigned to you? (Check as many as apply)

(19) (1) _____ Trainable Mentally Retarded
(20) (1) _____ Educable Mentally Retarded
(21) (1) _____ Physically Handicapped
(22) (1) _____ Hearing Disorders
(23) (1) _____ Learning Disabilities
(24) (1) _____ Speech Disorders
(25) (1) _____ Visually Impaired

If yes, have you been supplied information concerning the specific social, emotional, physical, and instructional needs of handicapped students assigned to you. (Check one)

(1) _____ I have received sufficient information about the students assigned to me.
(2) _____ I have received insufficient information about the students assigned to me.
(3) _____ I have received no information about the students assigned to me.

(27) If yes, is assistance from special educators available to you? (Check one)

(1) _____ available as needed
(2) _____ available sometimes
(3) _____ not available
(4) _____ don't know

(28) 12. Do you have a teacher's aide?
(1) _____ No (2) _____ Part time aide (3) _____ Full time aide

13. Indicate below which topics and activities were included in your preservice teacher education program which led to your endorsement. If such topics and activities were included, give your evaluation of the preparation provided to you in these areas.

		A Included		B Evaluation if provided				
				Superior	More than Adequate	Adequate	Less than Adequate	Poor
(29)	A	Yes ___ No ___	Assisting other professionals in the identification of handicapped student	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___
(30)	B	Yes ___ No ___	Developing and guiding instructional activities for handicapped learners	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___
(31)	C	Yes ___ No ___	Individualized educational plans	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___
(32)	D	Yes ___ No ___	Public Law 94-142	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___
(33)	E	Yes ___ No ___	Working with parents of handicapped learners	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___

				Superior	More than Adequate	Adequate	Less than Adequate	Poor
(34)	F	Yes ___ No ___	Characteristics of handicapped children	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___
(35)	G	Yes ___ No ___	Selecting teaching materials for handicapped learners	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___
(36)	H	Yes ___ No ___	Educational rationale for mainstreaming	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___

14. If you checked yes to any items in question 13, what was the source(s) of the information acquired as a part of your preservice preparation? (Check as many as apply)

(37) (1) _____ required course(s) in endorsement program
(38) (1) _____ required special education course
(39) (1) _____ elective special education course
(40) (1) _____ individual study and reading

(41) 15. Did you observe or participate in classroom situations which contained handicapped learners while you were securing your endorsement?
(1) Yes _____ (2) No _____

(42) 16. Are you now taking or have you completed a course for credit concerned with the handicapped since you finished your preservice program?
(1) Yes _____ (2) No _____

(43) 17. Have you received any non-college credit inservice education related to teaching the handicapped?
(1) Yes _____ (2) No _____

(44) 18. In light of your teaching experience to date which of the following statements best describes your need for information about teaching the handicapped? (Check one)

(1) _____ have a great need for information
(2) _____ have a moderate need for information
(3) _____ have other inservice needs which are more pressing
(4) _____ have no interest at this time in additional information about the handicapped

If you checked 1 or 2 above indicate below the areas where you have need for additional information. (Check as many as apply)

(45) (1) _____ Identification of handicapped students
(46) (1) _____ Developing and delivering instructional activities
(47) (1) _____ Individualized Educational Plans
(48) (1) _____ PL 94-142
(49) (1) _____ Working with parents of handicapped students
(50) (1) _____ Characteristics of handicapped children
(51) (1) _____ Selecting teaching materials for handicapped students
(52) (1) _____ Educational rationale for mainstreaming

(53) 19. Which of the following statements best describes your feeling about PL 94-142? (Check one)

(1) _____ Very favorable
(2) _____ Favorable
(3) _____ Mixed
(4) _____ Unfavorable
(5) _____ Very unfavorable

All replies will remain anonymous. Results will be reported in summary form only.

Questionnaire #_____

Survey #5

PL 94-142 Questionnaire for Special Education Teachers

The purpose of this questionnaire is to secure information about your beliefs concerning the adequacy of your preparation to instruct handicapped learners assigned to you for instruction. Please answer each question as indicated. When you have completed the questionnaire place it in the addressed envelope and return it by February 7. If you have any questions please contact Dr. Julius Roberson, Dean, School of Education and Human Services, James Madison University, (703) 433-6572.

This questionnaire is part of a cooperative study with the Virginia Department of Education. Your cooperation is appreciated.

(1) 1. What is the highest degree you hold?
(1) bachelor's _____ (2) master's _____ (3) doctorate _____

(2) 2. When did you receive the highest degree that you hold?
(1) 1979 _____ (2) 1978 _____ (3) 1977 or before _____

3. Which special education endorsement(s) do you hold?

(3) (1) mentally retarded _____
(4) (1) crippling conditions _____
(5) (1) emotionally disturbed _____
(6) (1) hearing disorders _____
(7) (1) learning disabilities _____
(8) (1) preschool handicapped _____
(9) (1) speech disorders _____
(10) (1) visually impaired _____
(11) (1) none _____

(12) 4. When did you acquire your current teaching endorsement in special education?
(1) 1979 _____ (2) 1978 _____ (3) 1977 or before _____

5. Which of the following endorsements, if any, do you hold?

(13) (1) _____ K-7
(14) (1) _____ K-3
(15) (1) _____ 4-7
(16) (1) _____ Secondary (academic area such as history, math, English, etc.)
(17) (1) _____ Secondary (vocational area such as home economics, business)
(18) (1) _____ Other (specify) ____
(19) (1) _____ Subject Area Specialist (K-12) (art, music, physical education, etc.)
(20) (1) _____ None

(21) 6. Have you taught in the regular classroom as a fulltime elementary or secondary teacher? (1) Yes _____ (2) No _____ if yes, indicate level(s).

(22) (1) _____ K-3
23) (2) _____ 4-7
(24) (3) _____ 8-12

(7. Which of the following statements best describes how you acquired your current teaching endorsement in special education?

(1) _____ I received my endorsement when I received my bachelor's degree.
(2) _____ I received my endorsement when I received my master's degree.
(3) _____ I received my endorsement when I received my doctorate.
(4) _____ I returned to a college or university after having earned a degree and completed requirements as outlined by the college or university.
(5) _____ I worked through my school division and completed course requirements as outlined by the division and the State Department of Education.

8. Did you receive your special education endorsement at a college or university in Virginia? (1) Yes _____ (2) No _____

(27) 9. Which of the following descriptions best describes your current assignment?

(1) _____ working in a classroom setting with a group of children who possess handicapping conditions
(2) _____ working as a resource teacher with children who possess handicapping conditions
(3) _____ working in a center or a clinic
(4) _____ homebound teacher

10. Which one of the following statements best describes the children you are now teaching?

(1) _____ children who possess handicapping conditions which generally relate to my endorsement area(s)
(2) _____ children who possess handicapping conditions some of which relate to my endorsement area(s)
(3) _____ children who possess handicapping conditions which do not relate to my endorsement area(s)

(29) 11. Which one of the following statements best describes the chronological ages of the children you instruct?

(1) _____ 2-3 years
(2) _____ 4-5 years
(3) _____ 6-8 years
(4) _____ 9-12 years
(5) _____ 13-15 years
(6) _____ 16-18 years
(7) _____ 18 and older
(8) _____ 2-18 and older

12. Listed below are some activities usually associated with the work of special education teachers.

First, place a check by those activities in which you have been engaged to date. Second, evaluate the adequacy of your preparation to perform the responsibilities associated with the activities in which you have been engaged.

				Superior	More than Adequate	Adequate	Less than Adequate	Poor
)	Yes ___	No ___	Identifying handicapped children	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___
(31)	Yes ___	No ___	Delivering instructional activities for handicapped children in a special setting or classroom	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___
(32)	Yes ___	No ___	Helping regular classroom teachers develop and/or deliver instructional activities for children in the mainstream or regular classroom	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___
(33)	Yes ___	No ___	Assisting administrative and supervisory staff from the central office	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___
(34)	Yes ___	No ___	Assisting other professional staff in the development of IEPs	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___
(35)	Yes ___	No ___	Assisting parents of handicapped children	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___
(36)	Yes ___	No ___	Evaluating the educational progress of handicapped children	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___
(37)	Yes ___	No ___	Selecting materials for use in programs for handicapped children	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___

13. From your experience to date how would you evaluate your preparation as a special education teacher?

		Superior	More than Adequate	Adequate	Less than Adequate	Poor
	General Professional Education					
(38)	(a) Knowledge of children who are not handicapped	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___
(39)	(b) Knowledge of general school organization	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___

		Superior	More than Adquate	Adequate	Less than Adequate	Poor
(40)	(c) Knowledge of educational practices in the mainstream or regular classroom	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___
	General Special Education					
(41)	(a) Knowledge of the overall structure of special education programs in school divisions	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___
(42)	(b) Types of handicapping conditions other than those in your endorsement area	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___
(43)	(c) PL 94-142 and other legislation relating to handicapped children	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___
(44)	(d) Understanding of the roles of other professionals in special education	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___
	Special Education in your Endorsement(s) Area					
(45)	(a) Characteristics of children in your endorsement area(s)	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___
(46)	(b) Identification procedures used in your endorsement area(s)	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___
(47)	(c) Teaching methods and materials related to your endorsement area(s)	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___
(48)	(d) Evaluation techniques related to your endorsement area(s)	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___

			Superior	More than Adequate	Adequate	Less than Adequate	Poor
(49)	(e)	Working with parents of children who possess handicapping conditions related to your endorsement area(s)	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___
(50)	14.	What is your overall evaluation of your preparation for your current assignment in special education?	(5) ___	(4) ___	(3) ___	(2) ___	(1) ___

(51) 15. Which of the following statements best describes your current feelings about teaching in special education? (Check one)

(1) _____ very favorable
(2) _____ favorable
(3) _____ mixed
(4) _____ unfavorable
(5) _____ very unfavorable

(52) 16. Which one of the following statements best describes your feeling about PL 94-142? (Check one)

(1) _____ very favorable
(2) _____ favorable
(3) _____ mixed
(4) _____ unfavorable
(5) _____ very unfavorable

(53) 17. Which of the following statements best describes your current plans for additional professional education? (Check one)

(1) _____ I plan to take courses as necessary to renew my certificate.
(2) _____ I am now enrolled in a graduate program in special education.
(3) _____ I plan to enroll in a graduate program in special education.
(4) _____ I plan to seek endorsement in another area of professional education other than special education.
(5) _____ I am now enrolled in a graduate program in a field other than special education.
(6) _____ I plan to enroll in a graduate program in a field other than special education.

All replies will remain anonymous. Results will be reported in summary form only.

Appendix F-1
Dissemination and Adoption Resources

The focus of Teacher Education/Special Education is on providing dissemination capability for developers of preservice and inservice training programs. The primary audience is the staff in personnel training programs. Technical assistance in marketing and linking techniques, as well as providing liaison services between possible uses and training resources, are some of the project's goals.

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National Inservice Network is a dissemination project focusing on inservice training of regular educators. The Network compiles, analyzes, and disseminates information on BEH-funded regular education inservices. It also provides technical assistance to directors of these projects.

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2853 East Tenth Street
Bloomington, Indiana 47405
812/337-2734

Existing resource and dissemination centers, such as Special Education Instructional Materials Centers and Regional Resource Centers.

The National Diffusion Network's (NDN) major function is to provide to LEAs information and services in the adoption and adaptation of exemplary programs. The NDN works closely with those who create the exemplary programs in providing information, materials, training and assistance to LEAs wishing to use these programs to improve their educational services.

Lee Wickline, Director
U.S. Office of Education
Division of Educational Replication
Regional Office Building 3, Room 3616
400 Maryland Avenue
Washington, D.C. 20202
202/245-2257

The major focus of LINC is to link BEH with commerical publishers. After programs are reviewed for validity and reliability by BEH, they are reviewed for their commerical potential by LINC. Various editorial, marketing, and legal services are offered by LINC to BEH projects.

LINC Services, Inc.
Market Linkage Project for Special Education
829 Eastwind Drive
Westerville, Ohio 43081

Appendix F-2

The Commonwealth of Massachusetts
Department of Education

APPLICATION FOR CONSIDERATION AS A PROMISING PRACTICE IN THE TOPICAL AREA OF:

SPONSORING EDUCATOR(s):

Name ____________________

Position ____________________

School/Program ____________________

Address ____________________

Telephone ____________________

DESCRIPTION OF PRACTICE:

HOW LONG HAS THIS PRACTICE BEEN IN PLACE? ____________________

EVIDENCE OF EFFECTIVENESS (Describe informal or formal evaluation techniques utilized, report findings, unanticipated benefits, and problem areas):

IMPLEMENTATION REQUIREMENTS (Consider staffing, training and financial requirements):

Please submit to the appropriate Regional Education Center no later than Friday, February 22, 1980.

Appendix F-2

EHA-B Leap # _____ - 81

V. DISSEMINATION

A. Check those procedures which will be utilized to share information about inservice training activities within your local school district:

_____ department meeting

_____ staff meeting

_____ school board meeting

_____ daily school memo

_____ circulated memorandum

_____ newsletter

_____ workshop

_____ establishing a visitation process

_____ parent/community meeting

_____ newspaper article

_____ ______________________________

_____ ______________________________

B. Check those procedures which will be utilized to share information about inservice training activities outside of your local school district:

_____ professional organization meeting

_____ regional conference

_____ statewide conference

_____ national conference

_____ newsletter

_____ ERIC-VERB System

_____ establishing a visitation process

_____ newspaper article

_____ ______________________________

_____ ______________________________

c. Additional Information (optional):

Appendix F-2

Texas Education Agency A March 1930

AN OVERVIEW OF THE STATE VALIDATION OF TEXAS EDUCATIONAL PROGRAMS

State validation in Texas has been a successful service to educators for more than eight years. From an initial network of 35 programs chosen in 1972 for their exemplary approaches to individualized instruction, the program of validation has grown and expanded to include 125 school and regional education service center programs which have demonstrated success in a variety of program areas and educational approaches.

The state network is named Demonstration Programs for School Improvement (DPSI). It is one of the components of the Texas Diffusion Network (TDN), which also includes National Diffusion Network programs and Coordinating Information for Texas Educators (CITE), a research and information dissemination unit. All three components of the TDN are coordinated by the Texas Education Agency Division of Dissemination, with the assistance of experienced facilitators located in the 20 regional education service centers.

The entire validation program is supervised by a statewide steering committee which establishes policies and procedures and makes final decisions on validation. The chairman of the steering committee and more than one-third of its members are from outside the state agency.

The overall goal of state validation in Texas is to identify a group of successful programs to meet the needs of Texas educators and their clients. The criteria for "success" are somewhat different according to the nature of the program nominated. For example, in basic skills programs, documentation of exceptional student achievement is a significant factor. With staff development and inservice programs, because of the typical lack of documented relationships between training and student achievement or changed teacher behavior, the evidence that the developmental needs of individual staff members have been met and that the development of staff competencies needed to improve or change programs on a district-wide basis has occurred must be strongly supported by personal testimony via interview as well as appropriate documentation.

In all cases, a program and its staff must appear successful and noteworthy to the onsite visiting team because educators must gain a positive impression when visiting a validated demonstration site. In addition to documentation of success, it is imperative that visitors considering adoption/adaption of a program feel that it is a good one for all who are affected, one in which "I could be beneficially and enthusiastically involved."

The eligibility criteria and steps in the validation process for DPSI are outlined on the enclosed sheet entitled State Validation: Eligibility Criteria and Selection Process. The heart of the process includes (1) submission of the appropriate self-report by the agency having the nominated program, (2) internal review of the self-report by state agency staff with expertise in the area of the program's emphasis, and (3) a one- to three--day onsite verification/observation visit by a team of specialists from school districts, regional education service centers, colleges and universities, and the Texas Education Agency. Agencies with nominated programs are assisted by trained education service center staff in completing self-reports and preparing for onsite visits. The internal review and screening of self-reports is done by at least two TEA staff members and sometimes a task force which includes specialists from outside the state agency. The use of widely representative task forces for screening and reviewing self-reports is increasing. These task forces are formed as needed by the state validation coordinator and the TEA division responsible for the program area being dealt with.

During the last year, the state validation program has been revised to accept nominations of programs which are not limited to highly individualized classroom instruction. For example, although meeting the needs of individual students is important, the value of whole class instruction at appropriate times in reading or mathematics or physical education is recognized.

Another change in the validation program in recent months has been rapid expansion into areas such as staff development/inservice training, school communications programs, parent education, community education, guidance and counseling, and career education. In addition, for the 1980-81 cycle of validation, plans are being made to include a wider variety of vocational education, homemaking education, health education, and bilingual education programs. The source of funding is not a factor in eligibility for state validation.

It is projected that, by the fall of 1981, the state network will include approximately 200 programs throughout the state.

The materials attached should be considered as current versions only, most of which will undergo minor revisions in preparation for statewide solicitation of new nominations, which occurs annually about May 1. In addition, materials to facilitate examination of newly eligible program areas, such as content-specific supplements to the general self-report form in career education, gifted-talented education, writing, homemaking education, and others are in the first draft process and will be available by May 15, 1980.

For further information, contact William J. Scannel by telephone at (512) 375-5601 or Division of Dissemination, Texas Education Agency, 201 E. 11th Street, Austin, TX 78701.

Texas Education Agency June 1980

NOMINATION FORM

DEMONSTRATION PROGRAMS FOR SCHOOL IMPROVEMENT
TEXAS DIFFUSION NETWORK

Before completing this form, please read the lists of eligibility criteria and obligations of validated programs on the reverse side. The nomination deadline is July 30, 1980. You may duplicate this form for nominating separate programs.

Program title, purpose, and ages or grade levels of clients, as applicable: ____________________

____

____

Below are the general and specific program categories in which nominations are being requested for 1980-81. Programs in areas not on the list will be considered upon request if time and funds permit.

General Categories: Please check the one which best corresponds to the nature of the program nominated.

____Curriculum/Instruction of Students (of any age, preschool-adult)
____Staff Development/Inservice Education

Program Areas: Check the area(s) below which are included in or characterize the program being nominated.

____Adult Education
____Bilingual Education
____Business Education
____Career Education
____Citizenship Education (social studies)
____Community Education
____Driver Education (semester-courses)
____English Language Arts
____Guidance and Counseling
____Health Education
____Industrial Arts
____Learning Resources Center
____Mathematics Education
____Nutrition Education
____Parent Education/Involvement
____Physical Education
____Reading
____Safety Education (K-6)
____Science Education
____Second Languages
____Special Education
____State Compensatory
____Theatre Arts
____Title I Regular
____Title I Migrant
____Vocational Education
____Other (specify)____________________
____

Campus Location of Program (if applicable)____________________

School District/Agency Name____________________

District/Agency Address____________________

Name of Superintendent/Executive Director____________________
(signature if submitted by chief officer)

Program Contact Person (if known)____________________
(A self report form designed to gather detailed information will be sent to the contact person designated by the superintendent or executive director.)

Funding Source(s)____________________

Name of Person Making Nomination____________________(confidential)

Nominator's Address____________________Phone____________

Return to William J. Scannell, Division of Dissemination, Texas Education Agency,
201 E. 11th Street, Austin, TX 78701.

ELIGIBILITY CRITERIA

The program nominated must:

1. have been in operation two or more years.
2. have prospects of continuing in operation for two additional years.
2. be observable in operation.
4. have been designed to meet a documented need.
5. provide documention showing it has been successful in meeting the need(s) for which it was designed.
6. be replicable in a similar school district or regional education service center.
7. be in compliance with applicable regulations if financed partially or totally by categorical state or federal funds.
8. be open to a verification visit by an individual or team designated by the state validation steering committee.

OBLIGATIONS OF VALIDATED PROGRAM DEMONSTRATION SITES

1. Serve a term of approximately two years, ceasing when the normal program schedule ends during the summer following the second year of the term.
2. Receive reasonable numbers of visitors by appointment at designated times appropriate to program and staff scheduling, student needs, etc.
3. Provide a place for orientation of visitors.
4. Hold brief visitor orientation and debriefing sessions.
5. Appoint a staff member to be responsible for orienting and guiding visitors.
6. Provide visitors with a brief printed program description and schedule.
7. Have visitors sign register provided by the Texas Education Agency and send completed register sheets to TEA.
8. If invited, send a representative to present the program at a regional or state awareness conference.
9. Provide written information which would be useful to another agency considering adoption or adaption.

Texas Education Agency

March 1980

NOMINATED PROGRAM SELF-REPORT

DEMONSTRATION PROGRAMS FOR SCHOOL IMPROVEMENT

TEXAS DIFFUSION NETWORK

Instructions: This form is for reporting the details of programs nominated for state validation. The form will be reviewed by a screening committee with expertise in the program's emphasis. It will be given to onsite observers if the programs is selected for visiting. The form has 11 pages . If there are additional pages attached pertaining to the specific program area involved, they should also be completed.

Submit with this report a copy of any supporting document which may clarify or supplement information you provide. It is very important for reviewers to have copies of any printed materials which pertain to program management and evaluation. Following is a list of the kinds of materials you should send:

a. documentation and results of needs assessment
b. program plan, brochure, or manual
c. curriculum guide
d. locally developed tests, questionnaires, checklists
e. summaries of program and participant evaluations
f. program or activity schedules, descriptions

When the answer to a question is contained in a supporting document, please answer briefly on this form if feasible and cite the title and page number of the source.

Program Title:____________________________________

Program Abstract:____________________________________

Contact Person:____________________________________

Address:________________________ Phone__________

Name of Agency with Nominated Program:____________________

Name of Chief Administrator:__________________________

Address:____________________________________

Initial Program Implementation Date:____________________

Current Source(s) of Funding:__________________________

Appendix F-3
OREGON

INSERVICE REPORT REQUEST FORM

To receive reports on PL 94-142 inservice scheduled in Oregon, fill out the following form and return to:

Bus Nance
Department of Education
700 Pringle Parkway SE
Salem, OR 97310

NAME ______________________________ AGENCY ____________________

ADDRESS ____

____________________________________ ZIP CODE __________

So that your report will provide you with the information you need, check the items on the following list which are of interest to you.

REPORT SPECIFICATIONS

Subject(s) (Check all that apply)

____ 10.1 Diagnostic Procedures
____ 10.2 Prescriptive Procedures (including IEP)
____ 10.3 Instructional Procedures
____ 10.4 Behavior Management
____ 10.5 Implementation of PL 94-142
____ 10.6 Other ______________

Handicapping Condition(s) Addressed (Check all that apply)

____ 11.1 Mentally Retarded
____ 11.2 Hard of Hearing
____ 11.3 Deaf
____ 11.4 Visually Handicapped
____ 11.5 Speech Impaired
____ 11.6 Seriously Emotionally Disturbed
____ 11.7 Orthopedically Impaired
____ 11.8 Other Health Impaired
____ 11.9 Specific Learning Disabilities
____ 11.10 All Handicapping Conditions

Target Audience(s) (Check all that apply)

____ 12.1 Regular Class Teachers
____ 12.2 Special Class Teachers
____ 12.3 Resource Room Teachers
____ 12.4 Itinerant Teachers
____ 12.5 Home-Hospital Teachers
____ 12.6 Physical Educators
____ 12.7 Vocational Educators
____ 12.8 Teacher Aides
____ 12.9 Work-Study Coordinators
____ 12.10 Recreational Therapists
____ 12.11 Occupational Therapists
____ 12.12 Speech Pathologists
____ 12.13 Audiologists
____ 12.14 Psychometrists Diagnosticians
____ 12.15 Psychologists
____ 12.16 School Social Workers
____ 12.17 Parents
____ 12.18 Surrogates
____ 12.19 Volunteers
____ 12.20 Hearing Officers
____ 12.21 Supervisors
____ 12.22 Administrators
____ 12.23 Counselors
____ 12.24 Other (specify) ______________
____ 12.25 All Personnel

Level of Training (Check all that apply)

____ 16.1 Awareness
____ 16.2 Knowledge
____ 16.3 Skill Practice (at training site)
____ 16.4 Skill Application (at job site)

Location (Check all that apply)

____ 01 Baker
____ 02 Benton
____ 03 Clackamas
____ 04 Clatsop
____ 05 Columbia
____ 06 Coos
____ 07 Crook
____ 08 Curry
____ 09 Deschutes
____ 10 Douglas
____ 11 Gilliam
____ 12 Grant
____ 13 Harney
____ 14 Hood River
____ 15 Jackson
____ 16 Jefferson
____ 17 Josephine
____ 18 Klamath
____ 19 Lake
____ 20 Lane
____ 21 Lincoln
____ 22 Linn
____ 23 Malheur
____ 24 Marion
____ 25 Morrow
____ 26 Multnomah
____ 27 Polk
____ 28 Sherman
____ 29 Tillamook
____ 30 Umatilla
____ 31 Union
____ 32 Wallowa
____ 33 Wasco
____ 34 Washington
____ 35 Wheeler
____ 36 Yamhill
____ 37 All Locations

Form 581-5176 (11/79)

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
1978 LOCAL EDUCATIONAL AGENCY
COMPREHENSIVE TRAINING PLAN
PI-2112

Appendix G-1

INSTRUCTIONS: Complete 2 copies. Retain 1 copy for your files and submit 1 copy as a companion document to the P.L. 94-142 APPLICATION/PLAN, PI-2111, to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
ADMINISTRATOR, P.L. 94-142
126 Langdon Street
Madison, WI 53702

PROGRAM IDENTIFICATION

1. Operating Agency	2. CESA	3. Co. Code	4. LEA Code
5. Program Director	6. Telephone--(Area)-Number		
7. Address (city, state, ZIP)			

INTRODUCTION TO THE 1978 COMPREHENSIVE TRAINING PLAN FOR WISCONSIN

The Comprehensive System of Personnel Development is a requirement under Section 121a.380-384 of the P.L. 94-142 rules and regulations used to implement Part B of the Education of the Handicapped Act. Under this general requirement, both the State Educational Agency (SEA) and each Local Educational Agency (LEA) must have a Comprehensive Training Plan that describes how each agency will raise the skills and increase the knowledge of all persons who work with handicapped children. The Wisconsin SEA has developed a program known as the Statewide Comprehensive Preservice and Inservice Training Program, which, in its broadest sense, offers training to every person who is involved in the life of a handicapped child, but is not limited to the list of persons found on the reverse side of page 1 of this document.

The thought behind P.L. 94-142 is that if the rules and regulations are implemented effectively, the chances for every handicapped child in Wisconsin to have a free and appropriate public education will be improved. Once the mechanical aspects of the P.L. 94-142 rules and regulations and Wisconsin's Chapter 115 are synchronized, the appropriate or best education for these children will be made possible through the general upgrading of the skills and understanding of those who are or can become qualified to work with handicapped children.

This Comprehensive Training Plan document for 1978 was devised to comply with the law following three regional meetings held in November, 1977, to gather ideas for needed inservice activities from a wide variety of individuals. The lists of activities herein are to be considered as suggestions only; the LEA is not limited to the activities found in these lists but may add others under any of the headings in the tables that are pertinent to the subject.

This document is not integrated into the P.L. 94-142 LEA Application/Plan. The concept of comprehensive training will be a part of the LEA Application/Plan, and this document will be incorporated by reference. As such, the Comprehensive Training Plan should accompany the LEA Application/Plan and be submitted to the P.L. 94-142 Administrator at the same time.

The 1978 Comprehensive Training Plan is to be used to indicate planned areas of inservice training, participants in the inservice training, and potential sources of revenue for the 1977-79 school years. It is not a fiscally accountable document.

DIRECTIONS FOR COMPLETING THE 1978 LEA COMPREHENSIVE TRAINING PLAN

In completing the 1978 Comprehensive Training Plan document, the following points are to be noted:

1) The LEAs involved in the Comprehensive Training Plan should correspond with those LEAs included in the P.L. 94-142 LEA Application/Plan. In some cases, only one LEA will be involved; in other cases, there may be a number of LEAs operating through one fiscal agent.

2) It is important that each LEA or combination of LEAs submitting a P.L. 94-142 LEA Application/Plan and this companion document select an advisory committee representing the participating LEAs and the types of persons involved in the training. Under the single line of authority concept, the advisory committee membership should consist of parents and persons from cooperating agencies, such as Day Service Centers, Head Start, Developmental Disabilities Boards, private schools, and other public agencies operating programs for handicapped children. It is suggested that one person be designated as Chairperson of the Advisory Committee. The names, titles, addresses, and phone numbers of the Advisory Committee members should be listed on pages v and vi.

3) All planned areas for inservice training should become a part of the Narrative and the Objectives and Activities sections of the P.L. 94-142 LEA Application/Plan. Any federal funds to be used to carry out inservice activity should be included in the budget section of the LEA Application/Plan.

4) LEAs are not expected to cover all inservice areas listed in the document under the general headings of M-Team Process and IEP, Mainstreaming, Interagency Cooperation/Communication, Parent Counseling and Training, Administration, and Curriculum Review. It is expected that each LEA will cover a minimum of three areas of inservice activity during the 1977-78 school year. The areas should be selected on the basis of demonstrated need and the impact they will have on the type of audiences participating in terms of anticipated outcomes.

   The LEA Comprehensive Training Plan Advisory Committee may select any other critical areas of need not suggested in this document for inservice activity and include them in the appropriate tables.

5) It is conceivable that some inservice activities already have taken place or are not part of the P.L. 94-142 LEA Application/Plan. If so, please provide the necessary information for those activities which have been conducted and/or those inservice activities planned but not covered by P.L. 94-142 funds in the appropriate columns.

6) Under the single line of authority concept, inservice activities sponsored by a local school district should include parents and any other persons who are involved in the education of handicapped children from outside the local public school. In developing inservice activities, it is an acceptable and good practice to tie in with inservice activities from other agencies and, wherever possible, to make the best use of all fiscal resources available, regardless of the funding source.

7) When completing the tables in this document, please estimate as correctly as you can the information requested in Columns 1 through 7. The information contained in this document will be providing additional material needed under the heading entitled "Personnel Development" in the Policies and Procedures section of the P.L. 94-142 LEA Application/Plan.

8) Column 1 - CHECK PLANNED AREA OF INSERVICE: Place a "check" beside those areas of inservice you are planning or have accomplished for the 1977-78 school year.

9) Column 2 - TITLE AND SUB-AREA OF INSERVICE: This is a reference listing. Other sub-areas of inservice may be added at the end of this list.

10) Column 3 - APPROX. MONTH FOR INSERVICE ACTIVITY: Please indicate the approximate month in which you plan to hold or have already held this inservice activity.

11) Column 4 - APPROX. # OF PARTICIPANTS: Please indicate the approximate total number of persons by types of participants (i.e. 5H, 10M--see codes on reverse side of page 1) who will receive or have received inservice training in each sub-area of inservice activity.

12) Column 5 - TYPE OF PARTICIPANTS: Please indicate by letter the different types of participants to be invited to or who attended the inservice activity. The codes for participants are found on the reverse side of page 1. For *Other, please enumerate.

13) Column 6 - CHECK IF OPEN TO NON-DISTRICT PERSONNEL: Place a "check" in this column if this inservice meeting is open or was open to persons from outside the district to attend at their own expense.

14) Column 7 - APPROX. COST OF INSERVICE: For all inservice activity documented in the Comprehensive Training Plan, please indicate the funding source. All figures should be rounded off to the nearest whole dollar.

PI-2112

COMPREHENSIVE TRAINING PROGRAM MODEL CERTIFICATION

LEA Certification

The fiscal agent, ____, (insert LEA name) for this Comprehensive Training Model has the general endorsement of the Comprehensive Training Plan Advisory Committee, which is representative of the LEA(s) involved in the P. L. 94-142 LEA Application/Plan, and hereby indicates that this training model is accurate as a planning model.

Signature of LEA Representative Authorized to Submit this Model	Date

Type or Print Name and Title of Above Representative

Address of Above Representative	Telephone

SEA Certification

The Comprehensive Training Model is appropriate as presented to be included as a companion document to the P. L. 94-142 LEA Application/Plan for

____.
Insert LEA name.

Signature: John H. Stadtmueller, Administrator P. L. 94-142	DATE

PI-2112

PARTICIPATING INDIVIDUALS AND AGENCIES IN THIS 1978 COMPREHENSIVE TRAINING PLAN

LEA Name

I. Please list the names of all LEAs to be included in this Comprehensive Training Plan. Please note that this list should correspond to the list in the 1978 P. L. 94-142 LEA Application/Plan.

II. Please list the names, titles, & LEA or Cooperating Agency of all members of the advisory committee for this Comprehensive Training Plan. Please list a mailing address on the second line. Please continue on reverse side if more space is needed.

	Name (Address)	Title	LEA/AGENCY
a.			
			Phone:
b.			
			Phone:

c. ____

____________________________ Phone: ____________

d. ____

____________________________ Phone: ____________

e. ____

____________________________ Phone: ____________

f. ____

____________________________ Phone: ____________

g. ____

____________________________ Phone: ____________

h. ____

____________________________ Phone: ____________

i. ____

____________________________ Phone: ____________

j. ____

____________________________ Phone: ____________

k. ____

____________________________ Phone: ____________

l. ____

____________________________ Phone: ____________

m. ____

____________________________ Phone: ____________

n. ____

____________________________ Phone: ____________

o. ____

____________________________ Phone: ____________

p. ____

____________________________ Phone: ____________

PI-2112

TYPE OF PARTICIPANTS

(This list of possible participants is not limited to those listed below)

A = Regular Education Teachers
B = Special Education Teachers
C = Regular Education Administrators
D = Special Education Administrators
E = Special Education Designees
F = Regular Education Supervisors
G = Teacher Aides
H = Local Vocational Education Coordinators
I = School Psychologists
J = School Social Workers
K = Guidance Persons
L = Special Education Instructional Materials Center Staff
M = Head Start Staff
N = Day Service Center Staff
O = State Residential Facility Educational Staff
P = Correctional Institution Staff
Q = Higher Education Staff
R = School Board Members
S = Parents/Primary Caretakers
T = Physical Education Teachers
U = Art Teachers
V = Music Teachers
W = Mental Health Board Staff
X = Developmental Disabilities Board Staff
Y = Recreation & Parks Personnel
Z = Transportation Personnel

* = Other (please enumerate)

PI-21

LEA Name ______________________

1978 LEA COMPREHENSIVE TRAINING PLAN

#1	#2	#3	#4	#5	#6	#7			
CHECK PLANNED AREA OF INSERVICE	TITLE AND SUB-AREA OF INSERVICE	APPROX. MONTH FOR INSERVICE ACTIVITY	APPROX. # OF PARTICIPANTS	TYPE OF PARTICIPANTS*	CHECK IF OPEN TO NON-DISTRICT PERSONNEL	APPROX. COST OF INSERVICE (by source)			
						LOCAL	STATE	FEDERAL	TOTAL
	M-Team Process & IEP								
	A. Early Identification								
	B. Referral & Screening Process --Role/Obligations								
	C. Role and Composition of M-Team								
	D. Assessment & Decision Making								
	E. Placement & Follow-up Procedures								
	F. Procedures in IEP Development								
	G. Roles and Responsibilities of Parents/Regular Educators in IEP Process								
	H. Responsibilities in the Implementation of the IEP								
	I. Format of the IEP								
	J. Related & Supportive Services								
	K. Roles of Educational Personnel from Other State Agencies' Programs								

*Please use codes on reverse side of page #1

PI-2

LEA Name

1978 LEA COMPREHENSIVE TRAINING PLAN

#1	#2	#3	#4	#5	#6	#7			
CHECK PLANNED AREA OF INSERVICE	TITLE AND SUB-AREA OF INSERVICE	APPROX. MONTH FOR INSERVICE ACTIVITY	APPROX. # OF PARTICIPANTS	TYPE OF PARTICIPANTS*	CHECK IF OPEN TO NON-DISTRICT PERSONNEL	APPROX. COST OF INSERVICE (by source)			
						LOCAL	STATE	FEDERAL	TOTAL
	Mainstreaming								
	A. Definition								
	B. Preparation of Normal Children for EEN Children								
	C. Instructional Materials, Equipment Resources								
	D. Attitudes								
	E. Implications for Special Education								
	F. Effects on Regular Programming								
	G. Obligations of Teacher's Roles								
	H. Communication, Social Development, and Grading								
	I. Least Restrictive Alternative								
	J. Relationship of Federal/State Laws to Regular Teachers								
	K. Communication: Teacher-to-Teacher and Teacher-to-Parent								

*Please use codes on reverse side of page #1

LEA Name ____________________

1978 LEA COMPREHENSIVE TRAINING PLAN

#1	#2	#3	#4	#5	#6	#7			
CHECK PLANNED AREA OF INSERVICE	TITLE AND SUB-AREA OF INSERVICE	APPROX. MONTH FOR INSERVICE ACTIVITY	APPROX. # OF PARTICIPANTS	TYPE OF PARTICIPANTS*	CHECK IF OPEN TO NON-DISTRICT PERSONNEL	APPROX. COST OF INSERVICE (by source)			
						LOCAL	STATE	FEDERAL	TOTAL
	Mainstreaming, Continued								
	L. Accountability								
	M. Zero-Reject Concept								
	N. Relationship to M-team								
	O. Other --								

*Please use codes on reverse side of page #1 .

P 11

LEA Name

1978 LEA COMPREHENSIVE TRAINING PLAN

#1 CHECK PLANNED AREA OF INSERVICE	#2 TITLE AND SUB-AREA OF INSERVICE	#3 APPROX. MONTH FOR INSERVICE ACTIVITY	#4 APPROX. # OF PARTICIPANTS	#5 TYPE OF PARTICIPANTS*	#6 CHECK IF OPEN TO NON-DISTRICT PERSONNEL	#7 APPROX. COST OF INSERVICE (by source)			
						LOCAL	STATE	FEDERAL	TOTAL
	Interagency Cooperation/ Communication								
	A. Roles & Responsibilities of Various Agencies								
	B. Cooperative Agreement -- DPI/DHC and DHSS/DCS								
	C. Cooperation among SEA, Teacher Training Institutions, LEAs, & State Agency Educational Programs								
	D. Legal Ramifications								
	E. Coordination of Services of Various Agencies								
	F. University Program Offerings/ Certification								
	G. Data Management Systems								
	H. Resource Community Agencies								
	I. Interaction: DPI, DHSS, & State/County Residential Facilities								
	J. Cooperative Planning								
	K. Awareness of Responsibilities								

*Please use codes on reverse side of page #1

PI-2112

LEA Name ____________________

1978 LEA COMPREHENSIVE TRAINING PLAN

#1 CHECK PLANNED AREA OF INSERVICE	#2 TITLE AND SUB-AREA OF INSERVICE	#3 APPROX. MONTH FOR INSERVICE ACTIVITY	#4 APPROX. # OF PARTICIPANTS	#5 TYPE OF PARTICIPANTS*	#6 CHECK IF OPEN TO NON-DISTRICT PERSONNEL	#7 APPROX. COST OF INSERVICE (by source)			
						LOCAL	STATE	FEDERAL	TOTAL
	Parent Counseling & Training								
	A. Information on Children & Parenting								
	B. Information on Parents' Rights and Due Process								
	C. Parent Advisory Committees								
	D. Early Identification								
	E. 0-3 & 3 and above Services Available								
	F. Public Relations/Home-School Communications								
	G. Writing IEPs/Role of Parent								
	H. Parent Counseling/Training								
	I. Review State and Federal Laws/Legal Requirements								
	J. Dealing with Bilingual Families								
	K. Preschool Development and Training								
	L. 18-21 Education & Services Available								

*Please use codes on reverse side of page #1

PI-2112

LEA Name ______________________

1978 LEA COMPREHENSIVE TRAINING PLAN

#1	#2	#3	#4	#5	#6	#7			
CHECK PLANNED AREA OF INSERVICE	TITLE AND SUB-AREA OF INSERVICE	APPROX. MONTH FOR INSERVICE ACTIVITY	APPROX. # OF PARTICIPANTS	TYPE OF PARTICIPANTS*	CHECK IF OPEN TO NON-DISTRICT PERSONNEL	APPROX. COST OF INSERVICE (by source)			
						LOCAL	STATE	FEDERAL	TOTAL
	Parent Counseling & Training, Continued								
	M. Transportation								
	N. Methods for Developing Parent/School Communication								
	O. Joint Parent/School Projects								
	P. Confidentiality								
	Q. IEP Development								
	R. Other --								

*Please use codes on reverse side of page #1

PI-2112

LEA Name ______________

1978 LEA COMPREHENSIVE TRAINING PLAN

#1	#2	#3	#4	#5	#6	#7			
CHECK PLANNED AREA OF INSERVICE	TITLE AND SUB-AREA OF INSERVICE	APPROX. MONTH FOR INSERVICE ACTIVITY	APPROX. # OF PARTICIPANTS	TYPE OF PARTICIPANTS*	CHECK IF OPEN TO NON-DISTRICT PERSONNEL	APPROX. COST OF INSERVICE (by source)			
						LOCAL	STATE	FEDERAL	TOTAL
	Administration								
	A. Knowledge of State & Federal Laws & Regulations (PL 94-142 and Chapter 115)								
	B. Fiscal Matters								
	C. Program Development and Evaluation								
	D. Model Delivery Systems								
	E. Data Management, Collection and Analysis								
	F. Management/Dissemination								
	G. Programming -- Alternative/Drop-out Prevention								
	H. Personnel Management								
	I. Transportation								
	J. Non-public School Relationships								
	K. Due Process/Procedural Safeguards								
	L. Confidentiality								
	M. Reordering LEA Priorities								

*Please use codes on reverse side of page #1

PI-2112

LEA Name ______________________

1978 LEA COMPREHENSIVE TRAINING PLAN

#1	#2	#3	#4	#5	#6	#7			
CHECK PLANNED AREA OF INSERVICE	TITLE AND SUB-AREA OF INSERVICE	APPROX. MONTH FOR INSERVICE ACTIVITY	APPROX. # OF PARTICIPANTS	TYPE OF PARTICIPANTS*	CHECK IF OPEN TO NON-DISTRICT PERSONNEL	APPROX. COST OF INSERVICE (by source)			
						LOCAL	STATE	FEDERAL	TOTAL
	Administration, Continued								
	N. Paperwork Requirements								
	O. 180 Student Days & PL 94-142								
	P. Review of Administrative and Professional Personnel Responsibilities before PL 94-142 and now								
	Q. Secretarial Inservice: -Forms -Departments -Terminology -Diagnosis/Evaluation								
	R. Section 504								
	S. Role of Vocational Education								
	T. Fiscal Resources - Set-aside								
	U. Use of 89-313 Follow-through funds								
	V. Comp. Training Program								
	W. On-going Child Find Activities --School Census								
	X. Other --								

*Please use codes on reverse side of page #1

PI-2112

LEA Name ______________________

1978 LEA COMPREHENSIVE TRAINING PLAN

#1	#2	#3	#4	#5	#6	#7			
CHECK PLANNED AREA OF INSERVICE	TITLE AND SUB-AREA OF INSERVICE	APPROX. MONTH FOR INSERVICE ACTIVITY	APPROX. # OF PARTIC-IPANTS	TYPE OF PARTIC-IPANTS*	CHECK IF OPEN TO NON-DISTRICT PERSONNEL	APPROX. COST OF INSERVICE (by source)			
						LOCAL	STATE	FEDERAL	TOTAL
	Curriculum Review								
	A. Review Current Curriculum -- Existing and New EEN Programs								
	B. Vocational Programming -- Curricular Modification								
	C. Related Programs & Materials								
	D. SEIMC Role in IEP fulfillment								
	E. Prevention & Awareness of developmental disabilities through inclusion in K-12 curriculum								
	F. Other --								

*Please use codes on reverse side of page #1

Appendix G-2

TRAINING EVALUATION FORM
from South Dakota State Education Agency

This evaluation form is designed to accommodate as many goals as are addressed in the training session by repeating the initial seven items for each goal.

I. Goal A.

This goal was (circle one): Met(1) Partially Met(2) Not Met(3)

Was the content of this presentation:	NEW					REDUNDANT	
	7	6	5	4	3	2	1
	CLEAR					UNCLEAR	
	7	6	5	4	3	2	1
	USEFUL					NOT USEFUL	
	7	6	5	4	3	2	1

Did this presentation:							
	YES					NO	
Involve participants adequately	7	6	5	4	3	2	1
Hold interest	7	6	5	4	3	2	1
Use suitable techniques	7	6	5	4	3	2	1
Seem well organized	7	6	5	4	3	2	1

II. Goal B

(Repeat items from above)

My Position is:

(01) ____ Elementary teacher
(02) ____ Secondary teacher
(03) ____ Special education teacher/coordinator
(04) ____ Counselor/Psychologist
(05) ____ Parent
(06) ____ Speech therapist
(07) ____ Administrator
(08) ____ Title I/Remedial Reading teacher
(09) ____ Teacher aide
(10) ____ Student
(11) ____ Other

	HIGH						LOW
My level of expertise prior to taking the workshop was:	7	6	5	4	3	2	1

OVERALL WORKSHOP EVALUATION

		Excellent						Poor
1.	The organization of the workshop was:	7	6	5	4	3	2	1
		Clearly Evident						Vague
2.	The objectives of the workshop were	7	6	5	4	3	2	1
		Excellent						Poor
3.	The work of the leaders was:	7	6	5	4	3	2	1
		Very Interesting						Dull
4.	The ideas and activities process presented were:	7	6	5	4	3	2	1
		Very Adequate					Inadequate	
5.	The scope (coverage) was:	7	6	5	4	3	2	1
		Very Beneficial					No Benefit	
6.	My attendance at this workshop should prove:	7	6	5	4	3	2	1
		Excellent					Poor	
7.	Overall, I consider this workshop:	7	6	5	4	3	2	1

8. Do you feel a need for additional information about the topic? YES ___ NO ___

The stronger features of the workshop were:

The weaker features were:

Additional suggestions and comments:

Impact evaluation forms are utilized in addition to the above to gather information pertaining to competencies acquired and actually utilized in educating handicapped students. Following is a sample of an impact evaluation form used:

PLEASE RETURN THIS WITHIN ONE WEEK TO YOUR SUPERINTENDENT

1. Have you found the workshop information to be accurate? (circle one)

highly 1 2 3 4 5 not at all

2. Did the workshop information help you implement the Least Restrictive Environment (LRE) concept?

very much 1 2 3 4 5 not at all

3. Did the workshop information help you write IEPs?

very much 1 2 3 4 5 not at all

4. Please rank the following components of the workshop as to their usefulness to you: (1=highest; 6=lowest)

____ Provisions of P. L. 94-142 and South Dakota mandates for local district special education programs.

____ Information on the concept of Least Restrictive Environment (LRE).

____ Informal assessment techniques.

____ Writing goals and objectives.

____ Placement Committee activity.

____ Writing the IEP.

5. How many times have you used information from the workshop in implementing the Least Restrictive Environment concept?

none ____ maybe once ____ several times ____ often ____

6. How many times have you used information from the workshop in writing IEPs?

none ____ maybe once ____ several times ____ often ____

7. Did the information you received at the workshop

____ Reduce anxiety about IEPs and the Least Restrictive Environment?

____ Increase concerns?

____ Make no noticeable difference?

____ Other: ____

____

8. If the workshop increased concerns, what are they? ______________________

____

____

____

9. How many times have you provided information gained at the workshop to others, either formally or informally?

____

10. What changes have you made in your classroom or educational setting as a result of the workshop?

____

____

____

____

____

____

____

Your position:

____ elementary teacher

____ secondary teacher

____ special teacher

____ counselor/psychologist

____ speech therapist

____ administrator

____ parent

____ Title I Teacher

____ aide

____ student

____ other

All evaluation data is stored, analyzed, and used as part of the annual review of the CSPD. Needs assessment surveys can then be developed or revised based upon information derived from evaluation data.

Appendix G-2

TERMINAL
OBJECTIVE: 6.0

Program for Improving Reading Achievement

Interfacing Essential Competencies and Learner Outcomes with Developmental Reading

Attitude Feedback Form (AFF)

Directions: Please complete this form, tear it out of this inservice package, and submit it to your instructional leader.

1. Name one or more strengths of this section of the inservice package.

____

____

2. List suggestions for improvement or revision of the content of this section of the inservice package.

____

____

____

3. What do you think about the organization and format of the materials of this section of the inservice package?

____

____

____

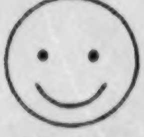
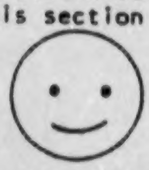
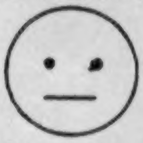
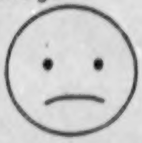
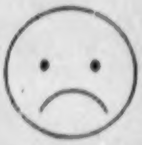
4. What do you think about the objectives and activities of this section of the inservice package? Please respond by identifying the enabling objectives by their numbers.

____

____

____

5. Please circle or otherwise mark the face corresponding to your overall feeling about this section of the inservice package.

6. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this section of the inservice.

____

____

____

WEST VIRGINIA DEPARTMENT OF EDUCATION
BUREAU OF LEARNING SYSTEMS
DIVISION OF INSTRUCTIONAL LEARNING SYSTEMS

SELF-EVALUATION RECORD

Name: ______________________ Package Title: ________________________

Directions: List under the headings below the tasks which you have completed in this workshop. This Self-Evaluation Record will act as a reference point to measure your progress during and at the end of the workshop. The numbers in the parenthesis refer to the workshop's terminal objectives and enabling objectives.

	Achieved	Date	Partially Achieved	Not Achieved
(1.0) Analyze and synthesize the tasks confronting the beginning reader in relation to the reading process. (1.1) Given sentence(s) written in a different symbol system, the participant will change each of them to traditional orthography.	✓			
(1.2) Given sentences containing nonsense words, the participant will infer the meaning of the selection by responding to each question.				
(1.3) After studying several definitions of reading, the participants will summarize a minimum of four major tasks involved in the reading process.				
(2.0) Demonstrate a knowledge of the skills involved in developmental reading. (2.1) After studying definition(s) of reading readiness and reading readiness skills plus illustrative examples of each major readiness category contained in the Essential Competencies/Learner Outcomes: K-8, the participant will match each readiness skill with the illustrative examples with 80% mastery.				

Self-Evaluation Record - 2

		Achieved	Date	Partially Achieved	Not Achieved
(2.2)	After studying definitions of word recognition skills and illustrative examples of each major skill category contained in the Essential Competencies/Learner Outcomes: K-8, the participant will match each skill with the example with 80% mastery.				
(2.3)	After studying the definitions of comprehension skills and examples of each major category of comprehension contained in the Essential Competencies/Learner Outcomes: K-8, the participant will match each skill with the example with 80% mastery.				
(2.4)	After reading a selection, the participant will answer each comprehension question in written form and identify each question as to whether it is literal, inferential, or critical comprehension with 80% mastery.				
(2.5)	After studying the categories and definitions of work/study skills, the participant will complete each section of a chart in which he identifies the category, source and skill from the Essential Competencies/Learner Outcomes: K-8 with 75% mastery.				
(2.6)	After studying definitions of recreational reading/personal development skills and examples of school/classroom practices, the participant will identify each skill represented by the practice with 75% mastery.				
(3.0)	Analyze a basal reading program. (3.1) After examining materials from a basal reading program at the county level and given an Analysis Sheet for a Basal Reading Program, the participant will complete each statement on the form and identify a minimum of one strength and one weakness of the basal program.				

	Achieved	Date	Partially Achieved	Not Achieved
(3.2) After examining a scope and sequence for a basal program plus a list of EC/LO: K-8, the participant will differentiate each of the EC/LO's for one or more reading skill areas which are taught in the basal program and the level of skill introduction.				
(4.0) Analyze test data at the building level to determine strengths and weaknesses in the reading skills of learners and to determine curricular implications as it relates to EC/LO.				
(4.1) After studying information regarding student plans and interests from the Interpretation and Use Handbook and the results of a Subject Interest Rating from state/county test data, the participant will analyze the data by completing each statement on a response sheet.				
(4.2) After studying information regarding scholastic ability and achievement from the Interpretation and Use Handbook and Frequency Distribution Scholastic Ability data from state/county test results, the participant will complete each statement on an analysis sheet.				
(4.3) After studying information regarding the National Percentile Frequency Distribution achievement data, the participant will complete each question on an analysis sheet.				
(4.4) After studying information regarding The Right Response Summary and Item Analysis, the participant will analyze the data by identifying the number of items deviating from the national norm and identifying six problem areas.				

	Achieved	Date	Partially Achieved	Not Achieved
(5.0) Analyze the organization of a school management plan for reading instruction as related to the EC/LO. (5.1) After studying information on learning environments and instructional techniques, the participants will view a video-taped interview or read a script of the same with a school principal and analyze the organization of school management plan by completing each item of the Interview Analysis Sheet.				
(5.2) After completing the Interview Analysis Sheet, the participants will analyze their own school management plan by responding to each item of the School Management Analysis Sheet.				
(6.0) Analyze and evaluate the assessment of reading instruction in a simulated situation. (6.1) After studying information on the purposes and characteristics of selected assessment instruments, the participant will identify the use of the assessment instruments in his/her school by discussing each question on a School Self-Analysis Sheet.				
(6.2) Given a video tape recording of a teacher conducting a reading lesson, the participant will critique the reading lesson by responding to each item on a Checklist for the Observation of Reading Instruction.				
(6.3) After observing the reading instruction, the participant will identify follow-up procedures to use with the teacher by listing two areas for discussion.				
(7.0) Evaluate the reading skills inservice packets for teachers. (7.1) Given a copy of the Indicators of Effective Inservice: Instructional Packages, the participant will read an inservice packet and evaluate it on the basis of the indicators by responding to each item.				

M = MASTERY
R = RECYCLE
R/M Q = DID & WISH TO GO BEYOND
V = DID NOT PARTICIPATE

WEST VIRGINIA DEPARTMENT OF EDUCATION

BUREAU OF LEARNING SYSTEMS

DIVISION OF INSTRUCTIONAL LEARNING SYSTEMS

INTERFACING ESSENTIAL COMPETENCIES AND LEARNER OUTCOMES WITH DEVELOPMENTAL READING:

PROGRAM FOR IMPROVING READING ACHIEVEMENT

EVALUATION - OBJECTIVE MASTERY CHART

Workshop	TO - 1.0			TO - 2.0						TO - 3.0		TO - 4.0				TO - 5.0		TO - 6.0			TO-7.0
Participants	1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	4.1	4.2	4.3	4.4	5.1	5.2	6.1	6.2	6.3	7.1

PLANNING, IMPLEMENTING, AND EVALUATING
COMPETENCY-BASED WORKSHOPS

PENNSYLVANIA VOCATIONAL EDUCATION CONFERENCE
TAMIMENT, PENNSYLVANIA
JUNE 25-28, 1978

WORKSHOP ATTITUDE FEEDBACK FORM

DIRECTIONS: Please complete this form and return it to the workshop leader.

1. Name one or more strengths of this workshop session.

2. List suggestions for improvement or revision of the content of this workshop session.

3. What do you think about the organization and format of the materials of this workshop session?

4. What do you think about the objectives and activities of this workshop session?

5. WORKSHOP SESSION LEARNING ACTIVITIES - Indicate the extent of your agreement with the following items by circling SA (Strongly Agree), A (Agree), D (Disagree), or SD (Strongly Disagree).

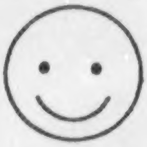
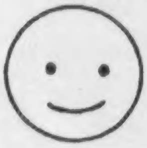
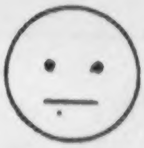
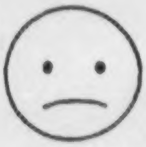
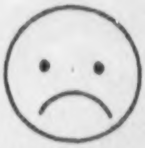
The workshop session activities:

a. were helpful to meaningful learning	SA	A	D	SD
b. were varied enough to suit me	SA	A	D	SD
c. afforded me options to master the workshop objectives	SA	A	D	SD
d. helped me to learn in an individual format	SA	A	D	SD
e. helped me to learn from my peers in small groups	SA	A	D	SD

6. WORKSHOP SESSION LEADERS - Rate the workshop session leaders on the following items by circling one of the numbers of the scale from 5 (Highly Effective) to 1 (Ineffective).

a. presentation of materials and information in full group setting	5	4	3	2	1
b. instruction in small group setting	5	4	3	2	1
c. overall helpfulness and attitude in aiding you to solve problems	5	4	3	2	1
d. organization of learning materials and learning activities	5	4	3	2	1

7. Please circle or otherwise mark the face corresponding to your overall feeling about this workshop session.

8. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this workshop session.

Pennsylvania Vocational
Education Conference
JCB II - 1973

Appendix G-2
VERMONT

IV. EVALUATION

EHA-B LEAP # _____ - 81

A. Types of Evaluation - Check those types of evaluation which are included in your local inservice training plan:

_____ immediate reaction to training activity

_____ evaluation of skills acquired

_____ follow-up reaction (one week or more after training activity)

_____ on-the-job usage

_____ monitoring the implementation of the training plan

_____ ____

B. Measurement Procedures - Check those measurement procedures utilized in the evaluation component of your local inservice training plan:

_____ questionnaire

_____ interview

_____ observation

_____ existing records

_____ ____

C. Evaluation Questions - Check those evaluation questions listed below which are addressed in your local inservice training plan. (The questions are taken from the evaluation component of Vermont's Comprehensive System of Personnel Development.):

_____ 1. Did the people who need training participate?

_____ 2. Was the information offered that which the participants need?

_____ 3. Did the trainee gain specified skills presented in the training activity?

_____ 4. Are the trainees using the specific skills in their job setting?

_____ 5. How do the trainees feel about the training they have received?

D. Additional Information (Optional):

Appendix G-3

INDICATORS OF EFFECTIVE INSERVICE: INSTRUCTIONAL PACKAGES

Currently teachers are being asked to approach their professional responsibilities with a degree of quality never demanded before during the history of professional education. The demand for quality in teaching necessitates that the generalities and platitudes of the past be replaced by precise description. This means that mere talk of progress be replaced with specific change. Therefore, inservice programs must be designed to meet the identified needs of professional educators rather than inservice programs that are externally prescribed. Consequently, the instructional behaviors, programs, and materials developed for inservice education must be systematic, stimulating, psychologically sound, organized, and planned with instructional materials and media to meet the needs and interests of participants.

Therefore, the major consequence criteria of inservice programs focus on the follow-up use of new curriculum materials and updated instructional skills by professional educators in the classroom and the effect of these changes in their performance and pupil learning.

The purpose of ***Indicators of Effective Inservice: Instructional Packages*** is to provide a guide to the development of inservice instructional packages that will facilitate and enhance the probability of the outcomes of inservice programs on teacher effectiveness and pupil learning.

Acknowledgement is given to the following individuals for their efforts and contributions to the design and development of ***Indicators of Effective Inservice: Instructional Packages:***

Lowell E. Johnson, Professor of Education, Fairmont State College

Merrill L. Meehan, Research Assistant Professor, University of Pittsburgh

Glen Cutlip, Curriculum Development Specialist, Reading, Division of Instructional Learning Systems, Bureau of Learning Systems, West Virginia Department of Education

James Snyder, Curriculum Development Specialist, Industrial Arts, Division of Instructional Learning Systems, Bureau of Learning Systems, West Virginia Department of Education

H. G. Priester, Professor of Education, Fairmont State College

Nicholas Hobar, Director, Professional Development Systems, Bureau of Learning Systems, West Virginia Department of Education

Joseph C. Basile II

Joseph C. Basile, II
Director
Instructional Learning Systems
Bureau of Learning Systems
West Virginia Department of Education

INDICATORS OF EFFECTIVE INSERVICE: INSTRUCTIONAL PACKAGES

Directions: *Please read the enclosed inservice instructional package. Then section by section indicate whether this package meets the effective indicators noted below by checking Yes, No, or Unclear in the space provided to the left of each indicator. Please respond to all the indicators.*

Yes	No	Unclear	
			A. Organization, Layout, Format of the Inservice Package:
_____	_____	_____	1. The overall visual appearance of the instructional package is attractive.
_____	_____	_____	2. The typing format is clear and the type face is consistent throughout the package.
_____	_____	_____	3. The type face is legible.
_____	_____	_____	4. The instructional package is paginated from start to finish including appendices.
_____	_____	_____	5. The instructional package is bound to permit easy page flipping and will lie flat without pages flipping back and forth.
_____	_____	_____	6. The instructional package includes a cover sheet which reflects a visual theme consistent with the main intent of the package.
_____	_____	_____	7. The instructional package is visually pleasing to the participant, provides both verbal and visual presentations, and includes proper credits to contributors to the package.
_____	_____	_____	8. The instructional package includes an array of multimedia techniques and creative use of sequencing techniques and use of colors where appropriate.
_____	_____	_____	9. There is a logical and uncomplicated sequence to the materials so that the participant can work his/her way through without much difficulty.

Yes	No	Unclear	
____	____	____	10. The instructional package includes an introductory visual which illustrates the sequence of the package.
____	____	____	11. The instructional package has a table of contents including, where applicable, a list of tables and figures.
____	____	____	12. The instructional package includes a bibliography.
____	____	____	13. The instructional package is attractive and contains materials you (the evaluator) would be proud of developing.
			B. Rationale of the Instructional Package:
____	____	____	14. Has a clear statement of purpose that establishes set and relevance for the materials - the **why** of the materials.
____	____	____	15. Is derived from a theory or theories, operational models, or viable practitioner experiences.
____	____	____	16. Establishes the "gestalt" and shows the relationship between and among the components of the package or other packages.
____	____	____	17. Identifies prerequisite competencies for completion of this package.
____	____	____	18. Communicates the intent of the package by gearing the language level to the age and type of group.
			C. Objectives of the Instructional Package:
____	____	____	19. State precisely and clearly what the participant is expected to perform.
____	____	____	20. State precisely and clearly the conditions under which the participant is expected to perform.
____	____	____	21. State precisely and clearly how well the participant is expected to perform (criteria or standards).

Yes	No	Unclear		
				22. Are identifiable as cognitive, performance, affective, and/or consequence.*
				23. Consider whether the objectives for the participants provide for future consequences in the classroom.
				24. Are achievable and relevant to the participant.
				25. Are consistent, sequentially ordered, and lead to logical outcomes.
			D.	Preassessment of the Instructional Package:
				26. Is diagnostic and guides the participant into the instruction or into the self-evaluation element.
				27. Is the first decision point for the participant and serves as an advanced organizer for the materials that follow.
				28. Creates positive motivation and encourages active participation for the materials that follow.
				29. Contains item(s) related to each objective, is based on criterion levels, and is tied to content, attitudes, and performance.

***Cognitive objectives** are objectives that address the knowledge and intellectual skills/abilities expected of participants.

Performance objectives are objectives that must be demonstrated by participants rather than merely possessing knowledge about them. Performance objectives are:

a. interactive: objectives performed with learners (e.g., questioning skills)
b. non-interactive: objectives performed not in the presence of learners (e.g., organization of materials for learning)

Consequence objectives are objectives that address the ability of participants to bring about changes in learners. These objectives focus on the ***results*** brought about by what a participant "knows" (cognitive) and "does" (performance) when performing a professional role.

Affective objectives are objectives that focus on the attitudes, interests, and values of the participant.

Yes	No	Unclear	
			E. Instruction of the Instructional Package:
____	____	____	30. Is personalized whenever possible so that the inservice instructional mode matches the learning style of the participant - thus, it is self-paced and adaptive to participant's needs.
____	____	____	31. Has criterion-referenced instruction.
____	____	____	32. Includes a variety of verbal and non-verbal techniques.
____	____	____	33. Is designed so that the inservice leader models the intent of the objectives to facilitate participant outcomes. ("Leader practices what is preached!")
____	____	____	34. Provides for psychological set, meaningful interactions, and closure.
____	____	____	35. Operationally defines the vocabulary essential for utilization of the materials.
____	____	____	36. Includes learning activities that are meaningful to the participants.
____	____	____	37. Is humanistic through the utilization of alternative activities or instructional modes for participants.
____	____	____	38. Considers a time frame for accomplishment.
____	____	____	39. Provides positive reinforcement and acceptance of participant ideas.
			F. Self-Evaluation of the Instructional Package:
____	____	____	40. Is participant-oriented and participant-completed.
____	____	____	41. Tells the participant if he/she needs further instruction and on which objectives.
____	____	____	42. Is an individual progress report which culminates in a decision of mastery or non-mastery.
____	____	____	43. Measures the instructional package objectives and tells the participant what needs to be accomplished before going on to evaluation.

Yes	No	Unclear	
			G. Evaluation of the Instructional Package:
_____	_____	_____	44. Is a collaborative venture between the leader and participant and results in objective data. These data are used to assess the reliability, validity, and achievement of the instructional package objectives.
_____	_____	_____	45. Provides evidence to indicate the participant performance in terms of the criterion level of the objectives.
_____	_____	_____	46. Reflects attitudes of the participant toward the leader's instructional effectiveness, the inservice instructional package, and the inservice instructional climate.
_____	_____	_____	47. Is humanistic since the results are used to foster continuous progress toward enriching the participant's professional development and *not* to rank or compare participants against each other.

Overall reactions to the inservice package ________________________________

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Appendix H-1

Resources for Technical Assistance in Personnel Development

Publications

Gilmore, J. Technical Assistance in a Collaborative Framework. Albany, New York: Board of Regents Research Fund, State Education Department, December, 1977.

Reynolds, M. (Ed.). National Technical Assistance Systems in Special Education. Leadership Training Institute/Special Education, 253 Burton Hall, University of Minnesota, Minneapolis, Minnesota 55455.

National, State and Local Agencies

Bureau of Education for the Handicapped, United States Office of Education, 400 Maryland Avenue, S.W. (Dono 4805), Washington, D.C. 20202.

Cooperative Manpower Planning Project, Department of Special Education, University of Missouri-Columbia, 515 South Sixth Street, Columbia, Missouri 65211.

Intermediate education units

Local service agencies, such as Regional Resource Centers

National Association of State Directors of Special Education, NEA Building, Suite 610E, 1201 16th Street N.W., Washington, D.C. 20036.

National Inservice Network, 2853 East Tenth Street, Bloomington, Indiana 47405.

Appendix H-2

Technical Assistance Summary Sheet

Definitions	Descriptors
Child Identification - Ensures the identification of children with unmet educational needs and referral for appropriate services. Consists of two parallel strategies: 1. Inform the public and other agencies of services available 2. Locate children in public school programs who are receiving inadequate or no special services.	awareness of services from TLRC unserved students general reference to special education
Individual Assessment - Information gathered to facilitate the following three decisions: 1. Presence or absence of a handicapping condition 2. The students' need for special education services a. instructional services b. related services 3. Specific instructional recommendations for identified learning needs.	testing definitions of handicaps proportions of handicaps eligibility determination
IEP Development - Includes annual goals, short-term objectives, descriptions of instructional programs and the instructural environment, and procedures for evaluating the student's achievement of goals and objectives.	instructional planning, committee process, group dynamics, decision making, forms, ARD committee in relation to IEPs
Individualized Instruction - Implementation of activities designed to assist the student in accomplishing the goals and objectives of the IEP. Two aspects are: 1. The instructional program and curriculum content 2. The most appropriate instructional environment	related to actual delivery of instruction, curriculum techniques
Related Services - Non-instructional services which enable the student to accomplish the goals and objectives of the IEP. 1. Equipment and transportation 2. Services provided by educationally certified personnel, e.g., individual assessment, guidance and counseling, and school psychological services 3. Services provided by noneducationally certified personnel who are otherwise professionally licensed, e.g., medical or psychological evaluation, physical therapy, occupational therapy, orientation and mobility training, audiological or visual evaluation, and recreation services	counseling, self-concept development techniques occupational therapy, physical therapy
IEP Review - Systematic evaluation of a student's progress resulting from special education instruction and related services. Involves collecting and analyzing data from the ongoing assessment and recording student performance in both instructional and related services.	Evaluation of IEPs, programs
Other - This category is quite varied and includes the following types of requests: 1. reference questions not related to topics above 2. contact people for professional organizations 3. certification requirements 4. legislation 5. consultant information not related to any topic areas above	number or title or a specific law, certification requirements of educational diagnostician, school psychologist

Technical Assistance Summary
October 1978 - March 1979

		Topic of Assistance Requested							
		Child Identication	Individual Assessment	IEP Development	Individualized Instruction	Related Services	IEP Review	Other	Totals
Agency Requesting Assistance	SEA	32	61	8	61	25	2	85	274
	ESCs	53	125	25	199	40	1	75	518
	Individuals/ School Districts	98	326	26	65	34	6	67	622
	Colleges/ Universities	13	24	10	29	7	0	16	99
	BEH	0	2	0	0	1	0	7	10
	Other RRCs	4	15	2	0	5	0	1	27
	Other Agencies, in-state	52	43	11	21	21	0	53	201
	Other Agencies, out-of-state	16	29	26	86	26	0	26	209
	Totals	268	626	108	461	159	9	330	1,960

Appendix H-3
VIRGINIA

THE EDUCATIONAL DEVELOPER AS CHANGE AGENT

List of Resources

American Alliance for Health, Physical Education and Recreation
1201 16th Street, NW
Washington, D.C. 20036

American Association of Colleges for Teacher Education
One DuPont Circle (Suite 610)
Washington, D.C. 20036

American Speech/Language/Hearing Association
10810 Rockville Pike
Rockville, Maryland 20852

Cooperative Manpower Planning Project
Department of Special Education
College of Education
University of Missouri
515 South Sixth Street
Columbia, Missouri 65201

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Dissemin/Action
3705 South George Mason Drive
Suite C-4 South
Falls Church, Virginia 22041

Evaluation Training Consortium
The Evaluation Center
Western Michigan University
Kalamazoo, Michigan 49008

Leadership Training Institutes in Vocational Education for the Handicapped
Department of Vocational and Technical Education
345 Education Building
University of Illinois
Urbana, Illinois 61801

LINC Services, Inc.
829 Eastwind Drive
Westerville, Ohio 43081

National Art Education Association
1916 Association Drive
Reston, Virginia 22091

National Association of State Directors of Special Education
1201 16th Street (Suite 610-B)
Washington, D.C. 20036

National Bilingual Assessment/Dissemination Center
385 High Street
Fall River, Massachusetts 02720

National Committee*Arts for the Handicapped
1701 K Street, NW (Suite 905)
Washington, D.C. 20006

National Council for Social Studies
2030 M Street, NW
Washington, D.C. 20036

National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

National Council of Teachers of Mathematics
1906 Association Drive
Reston, Virginia 22091

National Education Association
1201 16th Street, NW
Washington, D.C. 20036

National Inservice Network
Indiana University
2853 East Tenth Street
Bloomington, Indiana 47405

National Institute of Education
1200 19th Street, NW
Washington, D.C. 20036

National Support Systems Project
Department of Psychoeducational Studies
249 Fraser Hall
University of Minnesota
Minneapolis, Minnesota 55455

National Teacher Center Resource Center
Rhode Island Department of Education
235 Promenade Street
Providence, Rhode Island 02908

The Network, Inc.
290 South Main Street
Andover, Massachusetts 01810

New Careers Training Laboratory
City University of New York
33 West 42nd Street
New York, New York 10036

Program Development Assistance Project
University District Building, JD-11
1107 Northeast 45th Street (Suite 330)
Seattle, Washington 98105

Technical Assistance Development System (TADS)
Room 500
NCNB Plaza
Chapel Hill, North Carolina 27514

U.S. Office of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Western States Technical Assistance Resource
(WESTAR) JD-6
University District Building 215
1107 Northeast 45th Street
Seattle, Washington 98105

* To obtain information on your state's Dissemination Representative and your state's Identification-Validation-Dissemination Committee, contact your State Department of Education.

* To obtain information on the Joint Dissemination Review Panel, Developer/Demonstrator Project grants, the National Diffusion Network, and your State Facilitator, write to:

Dr. Andrew Lebby
Senior Dissemination Specialist
U.S. Office of Education
Division of Educational Replication (EEEY-2)
400 Maryland Avenue, SW
Washington, D.C. 20202